

Guide to Test Interpretation

Graduation Qualifying Exam Grade 10 and Retest

November 2002

School Year 2002–2003

ISTEP+

Indiana Statewide Testing
For Educational Progress

**Mc
Graw
Hill** **CTB
McGraw-Hill**

43189-Web



Developed and published under contract with State of Indiana Department of Education by CTB/McGraw-Hill LLC, a subsidiary of The McGraw-Hill Companies, Inc., 20 Ryan Ranch Road, Monterey, California 93940-5703. Copyright © 2002 by State of Indiana Department of Education and CTB/McGraw-Hill LLC. Only State of Indiana educators and citizens may copy, download, and/or print the document, located online at <http://www.doe.state.in.us>. Any other use or reproduction of this document, in whole or in part, requires written approval of State of Indiana Department of Education and CTB/McGraw-Hill LLC.

A Message from Dr. Suellen Reed

November 2002

Dear Educators:

The *Guide to Test Interpretation* is designed to help you evaluate *ISTEP+* results, explain the results to parents, and evaluate local program offerings based upon *ISTEP+* results. At the individual student level, *ISTEP+* results should be used to identify students' strengths and weaknesses in English and mathematics. On building and corporation levels, the reports should be used to evaluate local curriculum choices and the instructional strategies that are employed by teachers in classrooms.

In addition, the results can help you assess the effectiveness of local program offerings as they relate to remediation and prevention activities in the areas of English and mathematics. The information the results provide can be very valuable in your efforts to build stronger connections between curriculum, instruction, and assessments.

Now, more than ever, with the adoption of new, more rigorous standards in the areas of English/language arts, mathematics, and science, it is critical that test results are used responsibly with the goal of helping each child achieve his or her full academic potential. I urge you to work within your school community to help increase the level of understanding and knowledge about test results and the importance they have to individual students and the K-12 education system.

The new education accountability system (P.L. 221) will emphasize test scores and other data measurements more than ever in Indiana's history. I urge each of you to analyze *ISTEP+* results carefully and act in a proactive manner as we all work to build upon the many areas of improvements we have gained over the past several years.

Sincerely,

A handwritten signature in cursive script that reads "Dr. Suellen Reed". The signature is written in black ink and is positioned above the printed name and title.

Dr. Suellen Reed
Superintendent of Public Instruction

Contents

Understanding <i>ISTEP</i>+ Test Results	7
The <i>ISTEP</i> + Testing Program	9
Criterion-Referenced Scores	11
Norm-Referenced Scores	14
Summary Score Information	18
Reports for Teachers	19
• Student Report	19
• Proficiency Roster	24
• Class Essential Skills Report	26
• Undetermined Status Roster	28
• <i>ISTEP</i> + Label	29
• NRT Student Report	30
• Class Record Sheet with TCS/2	32
Reports for the School Administrator	35
• Proficiency Roster	36
• School Proficiency Performance Summary	38
• GQE Required Retest List	40
• Disaggregation Summary Report	42
• Graduation Test Labels	43
• Applied Skills Frequency Distribution	44
• Evaluation Summary Report with TCS/2	45
Reports for the Corporation Administrator	49
• Corporation Proficiency Performance Summary	49
• Essential Skills Summary	52
• Group Essential Skills Summary	54
• Disaggregation Summary Report	56
• Applied Skills Frequency Distribution	58
• Undetermined Status Roster	60
• Academic Standards Frequency Distribution	62
• Evaluation Summary Report with TCS/2	63
Reference	67
Glossary	67
Sample Letter to Parents	71

NOTE: New *ISTEP+* tests that are aligned with the Indiana Academic Standards were administered in fall 2002 at Grades 3, 6, and 8. Reports for these grades will be generated after the Standard Setting meeting scheduled in January 2003. Thus, for this year, a separate *Guide to Test Interpretation* has been created for Grade 10 only. The *Guide to Test Interpretation* for Grades 3, 6, and 8 will be sent with score reports in February 2003.

Understanding *ISTEP+* Test Results

ISTEP+ report forms

This guide will help you understand *ISTEP+* test results and report forms in order to apply the results toward the goal of improving educational opportunities for students. This guide will also help you to be better prepared to answer questions from parents, students, and other members of the educational community regarding *ISTEP+* results. Toward this end, a Sample Letter to Parents is included at the end of this guide for your use.

Each *ISTEP+* report is designed to present clearly the information most useful to you and to parents. The audience and student populations included in each of the *ISTEP+* reports are listed below.

<i>ISTEP+</i> Report Information				
Report	Number of Copies	Student Population A	Student Population B	Student Population C
For Teachers				
Student Report	2	✓	✓	✓
Proficiency Roster	1	✓	✓	✓
Class Essential Skills Report	1	✓	✓	✓
Undetermined Status Roster	2	✓	✓	✓
<i>ISTEP+</i> Label	1	✓	✓	✓
NRT Student Report	2	✓	✓	✓
Class Record Sheet with TCS/2	2	✓		
For School Administrators				
Proficiency Roster	1	✓	✓	✓
School Proficiency Performance Summary	1	✓	✓	✓
GQE Required Retest List	1	✓	✓	✓
Disaggregation Summary Report	1	✓	✓	✓
Graduation Test Labels	1	✓	✓	✓
Applied Skills Frequency Distribution	1	✓	✓	✓
Evaluation Summary Report with TCS/2	1	✓		
For Corporation Administrators				
Proficiency Roster (school)	1	✓	✓	✓
School Proficiency Performance Summary	1	✓	✓	✓
Disaggregation Summary Report (school)	1	✓	✓	✓
Corporation Proficiency Performance Summary	2	✓	✓	✓
Essential Skills Summary (corporation)	2	✓	✓	✓
Group Essential Skills Summary (corporation)	2	✓	✓	✓
Disaggregation Summary Report (corporation)	2	✓	✓	✓
Applied Skills Frequency Distribution (school/corporation)	1 each	✓	✓	✓
Undetermined Status Roster	1	✓	✓	✓
Academic Standards Frequency Distribution	1	✓	✓	✓
Evaluation Summary Report with TCS/2 (school)	1	✓		
Evaluation Summary Report with TCS/2 (corporation)	2	✓		

A Regular Education students and those Special Education students determined by their case conference committee to be fully eligible for the *ISTEP+* program.

B Population **A** students who have been administered the assessments with special accommodations.

C Retest Population—Scores are aggregated separately from all other students.

Students must be administered the sections of the Graduation Qualifying Exam (GQE) Basic Skills test and the Applied Skills I test that relate to the content areas (English/language arts and/or mathematics) in which they are testing.

Note: Failure to return both the completed Basic Skills and Applied Skills I documents will result in a student receiving a status of UNDETERMINED on the GQE Retest.

Copies of student answers to the constructed-response items, as they appeared in the Applied Skills I test books, will be returned to the teachers for their assistance in reviewing the students' performance. The teacher may use these papers, in conjunction with information in the *Teacher's Scoring Guides*, to assist in further evaluating a student's strengths and needs. A copy of the Student Report will be included in the package with the student responses.

The *ISTEP+* score reports are packaged by class and school, and they are shrink-wrapped to prevent damage during handling. Student reports for Braille tests are shipped separately.

Before you can interpret and apply the information in the reports, you must understand the meaning of the scores presented. If you are unfamiliar with *ISTEP+* or with testing and scoring terms, please read the next four sections carefully. If you need just a quick review, skim the glossary at the end of this guide.

When you are confident in your understanding, read the section that describes how to interpret *ISTEP+* reports and how best to apply test results in your job.

Note: For *ISTEP+* Fall 2002, the administration of the NRT and TCS/2 was optional at all grade levels. Please keep in mind when reviewing reports whether or not your corporation administered these tests.

The *ISTEP+* Testing Program

What can you learn from *ISTEP+*?

Taxpayers, parents, and educators ask many questions about instructional programs as Indiana strives to build a brighter future by providing the best possible education for its young people. Questions such as the following are commonly asked:

“Are all of our students attaining the skills they need to succeed?”

“What kind of individual instruction would help my child?”

ISTEP+ provides information that will help you answer such questions and support the instructional choices you make for your students. *ISTEP+* reports can quickly show you the following:

- To what extent an individual student has mastered Essential Skills in the English/language arts and mathematics content areas.
- To what extent the students in your classroom, school, and corporation as a group are attaining mastery of Essential Skills.
- Where the students in your class, school, or corporation are relative to the Indiana Academic Standards established by the State Board of Education. See pages 11 through 13 for a discussion of criterion-referenced scores.

In addition, corporations have the option to administer a norm-referenced test as part of *ISTEP+*. The norm-referenced scores compare student performance with that of other students nationwide. They show where students stand in relation to their peers. See pages 14 through 17 for a discussion of norm-referenced scores.

The *ISTEP+* Testing Program

The following table lists the *ISTEP+* reports and the type of score each provides.

<i>ISTEP+</i> Reports	<i>ISTEP+</i> Results by Report	
	Criterion-Referenced Indiana Academic Standards Scores	Norm-Referenced National Achievement Scores (Optional)
For Teachers		
Student Report	✓	
Proficiency Roster	✓	
Class Essential Skills Report	✓	
Undetermined Status Roster	✓	
<i>ISTEP+</i> Label	✓	✓
NRT Student Report		✓
Class Record Sheet with TCS/2		✓
For School Administrators		
Proficiency Roster	✓	
School Proficiency Performance Summary	✓	
GQE Required Retest List	✓	
Disaggregation Summary Report	✓	
Graduation Test Labels	✓	
Applied Skills Frequency Distribution	✓	
Evaluation Summary Report with TCS/2		✓
For Corporation Administrators		
Proficiency Roster (school)	✓	
School Proficiency Performance Summary	✓	
Disaggregation Summary Report (school)	✓	
Corporation Proficiency Performance Summary	✓	
Essential Skills Summary (corporation)	✓	
Group Essential Skills Summary (corporation)	✓	
Disaggregation Summary Report (corporation)	✓	
Applied Skills Frequency Distribution (school/corp)	✓	
Undetermined Status Roster	✓	
Academic Standards Frequency Distribution	✓	
Evaluation Summary Report with TCS/2 (school)		✓
Evaluation Summary Report with TCS/2 (corporation)		✓

Criterion-Referenced Scores

What is a criterion-referenced score?

Criterion-referenced scores indicate where a student stands in relation to the established Indiana Academic Standards, as well as relative to Indiana’s Essential Skills. The most valuable application of criterion-referenced information is to identify a student’s strengths and needs and to plan appropriate instruction.

Criterion-referenced scores are presented by Essential Skills within each content area, as follows:

Criterion-Referenced Score Categories		
Domain	English/language arts	Mathematics
Essential Skills	10.1 Construct Meaning	10.1-3 Probsolv/Comm/Reas
	10.2 Compare/Predict	10.4 Algebra
	⋮	⋮
	⋮	⋮

Indiana Academic Standards

To promote student academic achievement, the State Board of Education has adopted challenging standards. A student who scores AT or ABOVE the Indiana Academic Standards in English/language arts or mathematics demonstrates the mastery of these standards. A student who scores BELOW the Indiana Academic Standards may require remedial assistance in order to be successful at the current grade.

In addition, an UNDETERMINED category is reported for any student whose *ISTEP+* scores for English/language arts and/or mathematics are incomplete (i.e., all or part of a test was not taken or was considered invalid by the examiner). The phrase “did not retest” will be used to identify content areas not attempted by students during the GQE Retest.

**Essential Skill
scores**

Indiana's Essential Skills are listed by subject on the Student Report, the Class Essential Skills Report, the Essential Skills Summary and the Group Essential Skills Summary.

The Indiana Performance Index (IPI) is used to indicate a student's performance on the Essential Skills. This is a statistical value which reflects the number of items a student would have answered correctly if the student had responded to 100 items like the ones actually on the test. It is a better measure of the student's performance than a simple percentage of correct answers to a small number of questions.

On the Student Report, next to each Essential Skill, the student's Skill Score is shown, along with the Passing Skill Score for a student at the standard, and the difference between the two scores.

The Class Essential Skills Report indicates whether students have mastered each Essential Skill. Symbols appear on this report indicating: 1) mastery, 2) nonmastery, 3) if there were too few score points to assess mastery conclusively, and 4) if a subtest was omitted or invalid. Mastery of an Essential Skill indicates that the student achieved an IPI that is equal to or greater than the IPI for a student at the standard.

The corporation Essential Skills Summary provides a summary of students' performance for all schools in the corporation.

Note: All sample reports shown in this guide contain simulated data only.

**Item Response
Theory**

Item Response Theory (IRT) refers to the theory underlying a family of statistical models. These models describe the behavior of test questions and examinees. For the *ISTEP+* tests, two models are used. One is used for the multiple-choice test questions, and another is used for the constructed-response test questions.

The two models are used in combination with test data to characterize test questions and generate student scale scores. Both models use the data to determine how difficult each test question is and how well each question accurately identifies students who do and do not have the skill being tested by the questions. The multiple-choice model also describes the degree to which students can guess the correct answer to each question.

The statistical characteristics of the test questions can affect a student's total test score (scale score). The correct answer to a question that accurately identifies skilled students typically will carry more weight than the correct answer to a question that does not discriminate as well between students' skill levels. Greater weight is given to a more discriminating question because it is a better measure of the skill.

Criterion-Referenced Scores

The combination of test questions that students answer correctly can also affect their scale score. Let's say that both Student A and Student B correctly answered 9 out of 20 test questions. Of the nine questions, Student A correctly answered six that were easy and three that were hard. In contrast, Student B correctly answered nine easy questions. It is likely that Student A would receive a higher scale score than Student B because he or she correctly answered a few more difficult questions. Therefore, Student A would be estimated to be slightly more knowledgeable than Student B.

Sample Letter to Parents

To help the teacher explain the *ISTEP+* reports to parents, a Sample Letter to Parents is provided at the end of this guide. You may duplicate or edit the letter to make it appropriate for your use.

Norm-Referenced Scores

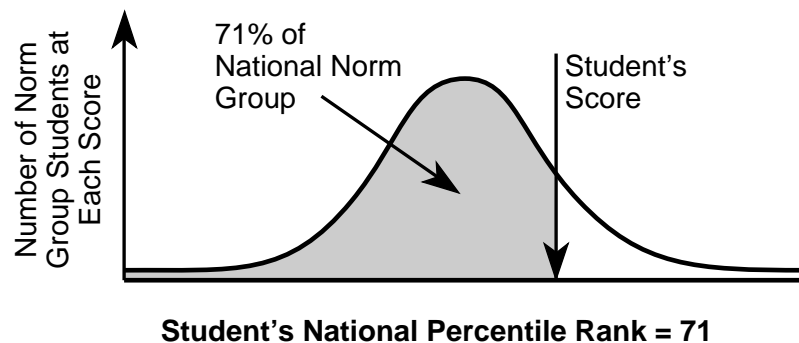
What is a norm-referenced score?

A norm-referenced score derives meaning through comparison of the test performance of an individual or group with the performance of a norm group. The national norm groups are composed of a sample of students representative of the nation. The groups are formed of students from diverse geographic regions who live in different types of communities and attend schools of varying sizes.

Norm-referenced scores can be expressed in a number of ways to assist in the comparison of student performance. Similar to multiple cameras at a sporting event, each score contributes a slightly different perspective and is generally best suited to specific purposes. The norm-referenced scores presented on *ISTEP+* reports are (1) national percentile rank (NP), (2) normal curve equivalent (NCE), (3) grade equivalent (GE), (4) anticipated achievement normal curve equivalent (AANCE), and (5) cognitive skills index (CSI).

National percentile ranks

National percentile ranks compare the scores of an individual student or a group of students with the norm group (or “national average”). A national percentile rank (NP) indicates the percentage of students in the norm group whose scores fall below a particular student’s score. For example, if a student’s NP is 71, it means that the student scored higher than 71% of the students in the norm group. **This does not mean, however, that the student answered 71% of the items correctly.**



This explains why the most direct and proper use of the NP scores is to compare a student’s score with that of the national norm group.

Normal curve equivalent scores

The design of NCE scores makes them very useful for comparisons of scores across subject areas or among different students (or groups of students). A normal curve equivalent score allows meaningful comparison among different test sections within the *ISTEP+* achievement test. For example, if a student receives NCE scores of 53 on Total Reading and 45 on Total Mathematics, you can correctly say that the reading score is eight points higher than the mathematics score.

Norm-Referenced Scores

NCE scores are represented on a scale of 1 to 99. This scale coincides with the national percentile scale at 1, 50, and 99. NCE scores have the advantage of being based on an equal-interval scale. That is, the difference between two successive scores on the scale is the same over all parts of the scale. This means that, unlike percentiles, NCE scores can be averaged to compare groups of students. Average NCE scores can also be converted to national percentiles for a more meaningful understanding of the scores. This is because NCE scores and NP ranks have a consistent relationship.

Correspondence Between National Percentile Ranks and Nearest Whole Normal Curve Equivalent					
<i>Percentile Rank</i>	<i>NCE</i>	<i>Percentile Rank</i>	<i>NCE</i>	<i>Percentile Rank</i>	<i>NCE</i>
99	99	66	59	33	41
98	93	65	58	32	40
97	90	64	58	31	40
96	87	63	57	30	39
95	85	62	56	29	38
94	83	61	56	28	38
93	81	60	55	27	37
92	80	59	55	26	36
91	78	58	54	25	36
90	77	57	54	24	35
89	76	56	53	23	34
88	75	55	53	22	34
87	74	54	52	21	33
86	73	53	52	20	32
85	72	52	51	19	32
84	71	51	51	18	31
83	70	50	50	17	30
82	69	49	49	16	29
81	68	48	49	15	28
80	68	47	48	14	27
79	67	46	48	13	26
78	66	45	47	12	25
77	66	44	47	11	24
76	65	43	46	10	23
75	64	42	46	9	22
74	64	41	45	8	20
73	63	40	45	7	19
72	62	39	44	6	17
71	62	38	44	5	15
70	61	37	43	4	13
69	60	36	42	3	10
68	60	35	42	2	7
67	59	34	41	1	1

What is the difference between NP ranks and NCE scores?

The fundamental difference between NP ranks and NCE scores is that percentile ranks represent measurement on an ordinal scale (one without equal intervals between ranks), while NCE scores make use of interval scaling. This means that NCE scores can be added, subtracted, multiplied, and divided (like numbers in arithmetic), while NP ranks technically cannot.

Imagine yourself as a runner in a marathon. You are competing against 99 other runners. At the beginning of the race, you are about even with everyone else. However, as the race unfolds, you find yourself falling farther and farther behind. Eventually, the runners are spread out in a pattern similar to a normal distribution. A few runners are at the front of the group, a few are at the end, while the majority of the runners are bunched in the middle. You are in last place, a half block behind the second-to-last runner. At this point, you hail a taxi and travel past the other runners at 35 miles per hour. At first, you pass runners rather slowly (one percentile rank for each of the other 99 runners that you pass), needing to travel a half block or so between runners before they are passed. Soon, however, you make it to the middle of the group and pass several runners every time the taxi travels a few feet. Eventually, you reach the leaders who are spaced similarly to those at the back of the race. Again, passing runners takes more time—and gasoline—as you move up to the lead (the 99th percentile, with 99% of the racers behind you).

So it is with percentile ranks; the percentile intervals (like the runners) are closer together in the middle and farther apart at the ends of the scale. Therefore, a few additional correct answers on a test may move a student from an NP of 45 all the way to an NP of 55 or 60. In contrast, the same few additional correct answers may increase the rank of a student originally receiving an NP of 90 very little, if at all.

Normal curve equivalent scores are a derivation of NP ranks designed so that the difference between any two adjacent scores is the same no matter where they are on the scale. Thus, moving from NCE 1 to NCE 2 is the same move as one from NCE 50 to NCE 51 or from an NCE 98 to NCE 99. Because of the equal interval scale, NCE scores may legitimately and meaningfully be compared to other NCE scores as well as added, divided, etc. This is why mean scores are derived from NCE scores, or a similar unit, rather than NP ranks.

Grade equivalent scores

Grade equivalents range from K.0 through 12.9. Preceding the decimal, K through 12 represent the thirteen years of school. Following the decimal, 0 through 9 represent the ten months in the traditional school year, with September represented as .0, October as .1, November as .2, and so on through June, which is represented as .9.

Norm-Referenced Scores

A grade equivalent (GE) represents the grade and month in school of students in the norm group whose test performance is equivalent to the test performance of a given student. When interpreting grade equivalents, take care not to confuse them with criterion-referenced scores. If a tenth-grade student obtains a grade equivalent of 11.8 on a mathematics test, it does not mean that the student has mastered all the mathematics taught in the school district during the first eight months of Grade 11. It means only that the student's performance on the Grade 10 test is equivalent to the typical performance of the norm group students administered the Grade 10 test who had completed eight months of Grade 11.

Anticipated achievement normal curve equivalent scores

A student's anticipated achievement score estimates the average score for students of similar age, grade, and academic aptitude. This lets you compare an individual student's level of achievement to that expected of similar students.

Anticipated achievement scores are a function of a student's performance on the academic aptitude and achievement portions of *ISTEP+*. On *ISTEP+* reports, anticipated achievement is presented as an anticipated achievement normal curve equivalent score (AANCE). You can compare the AANCE to the NCE for each *ISTEP+* test section, content area total, and total battery score, as well as between different test sections within *ISTEP+*.

Cognitive skills index

The cognitive skills index (CSI) describes an individual's overall performance on the *ISTEP+* aptitude test. It compares the student's cognitive ability with that of students who are the same age, without regard to grade placement. The CSI is a normalized standard score with a mean of 100 and a standard deviation of 16.

Summary Score Information

Mean and median scores

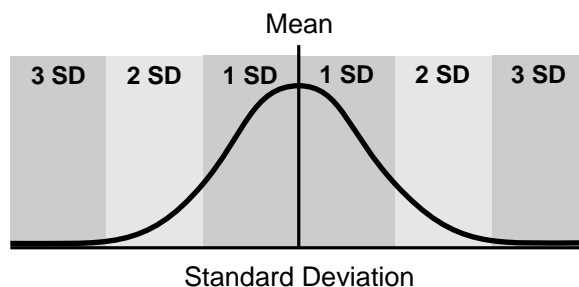
On *ISTEP+* reports, summary information for a group (such as a class) is often presented using mean or median scores. The mean is the average score obtained by adding together all scores in the group and dividing by the number of students in the group. Scores reported on ordinal scales, such as national percentile ranks, cannot be averaged. For these, *ISTEP+* presents a median score. The median is the middle score (50% of the scores fall below it). In a normal distribution, the mean and the median scores are equal.

Use mean and median scores to compare the group to similar students nationwide and also to compare each student's performance to that of the group. The mean and median scores presented in *ISTEP+* reports are

- median national percentile (MDNP)
- mean normal curve equivalent (MNCE)
- national percentile of mean normal curve equivalent (NP of the MNCE)
- grade mean equivalent (GME)

Standard deviation

The Standard Deviation (SD) indicates the amount of variability in a group of scores. When scores are normally distributed (i.e., when they are part of a bell-shaped, “normal” curve), about two-thirds of the scores are within one SD above and below the average (mean) score, and about 95% of scores are within 2 SDs of the mean. In almost any shaped distribution, all scores will be within 5 standard deviations of the mean score.



Reports for Teachers

Two kinds of information offer a broader understanding.

ISTEP+ reports provide two general types of information: criterion-referenced and optional norm-referenced. The criterion-referenced set of items reports a student's standing relative to the Indiana Academic Standards established by the State Board of Education as well as on Essential Skills defined in the Indiana Academic Standards. The optional norm-referenced set of items compares student performance with that of other students nationwide.

Use these two types of information together to acquire a more complete picture of a student's performance. The Proficiency Roster, the Class Essential Skills Report, and the Student Report indicate the results from only the criterion-referenced test items. The Class Record Sheet, NRT Student Report, and *ISTEP+* labels indicate the results from the optional norm-referenced test items.

Because the criterion-referenced and optional norm-referenced measures of performance are very different, comparing them is inappropriate. You may use them together to build a broader understanding of a student's performance.

Student Report

The Student Report presents test information to parents in ways that are easy to understand. It encourages them to discuss their child's strengths and needs and helps them become more involved in the child's learning process. Page 1 of the Student Report contains student performance data for English/language arts and mathematics. Page 2 contains the student's Applied Skills results. Two copies of this report are provided. One copy is for teacher use and one copy is for the parents.

Criterion-Referenced Information

The top section of this report, called "Indiana Academic Standards," reports the student's scale scores in English/language arts and mathematics and relates these scores to the Indiana Academic Standards established by the State Board of Education (see page 11 for definition).

The center section lists the Essential Skills measured by the *ISTEP+* for the student's grade. Next to each skill, the student's academic performance is indicated by the Student Skill Score, along with the Passing Skill Score for a student at the standard, and the difference between the two scores.

Sample Student Report

The sample Student Report presents results for Mary Brown, a tenth-grade student who took the *ISTEP+* achievement test. The top section of the report describes Mary's performance as measured against the Indiana Academic Standards, and it shows her achievement as a scale score compared with the standard score adopted by the Board of Education.

Reports for Teachers

On the same report, the tenth-grade Essential Skills are listed. Reading to the right of the first Essential Skill, Construct Meaning, you will see that Mary achieved a Student Skill Score of 99 as compared with the standard of 69, or 30 points higher than the standard score.

Mary's English/language arts total score is reported in two ways:

- the Student Skill Score for each Essential Skill, and
- a scale score of 435 (see "Indiana Academic Standards" in area C).

This scale score indicates that Mary did not pass the Indiana Academic Standards in English/language arts. Her score of 505 in mathematics means she did pass the Indiana Academic Standards for that subject.

ISTEP+

INDIANA STATEWIDE TESTING
FOR EDUCATIONAL PROGRESS


Student Report

MARY BROWN **A**

Grade: 10

Simulated Data

Purpose
This report provides information on your child's achievement of the Indiana Academic Standards. You can see at a glance whether your child is meeting the minimum standard set for all students in our state. Your child's teacher can also show you classroom work and other test results that provide evidence of your child's progress.



Birthdate: 11/07/86
Special Codes: ABCDEFGHIJKLMNOPQRST
40 2 26 1 2 1

Test Date: 09/17/02


STRCODES: 4690-3333
School: SCHOOL ONE
Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA STATE DEPT OF ED


CTB
McGraw-Hill

Indiana Academic Standards **C**

The Indiana Academic Standards describe what students should know and be able to do in English/language arts and mathematics. This test was created to measure whether students have learned what we expect them to know.

English/language arts **DID NOT PASS**


Student Score: 435 


Passing Score: 466 

Score range (Min-Max) 300 800

Your child's score is 435 in English/language arts, which means he/she has not passed the English/language arts portion of ISTEP+.

Mathematics **PASS**

Student Score: 505 

Passing Score: 486 

Score range (Min-Max) 300 720

Your child's score is 505 in mathematics, which means he/she has passed the mathematics portion of ISTEP+.

English/language arts				Mathematics			
Skill	Student Skill Score	Passing Skill Score	Difference	Skill	Student Skill Score	Passing Skill Score	Difference
Construct Meaning(MC)	99	69	30	Probsolv/Comm/Reas(MC,OE)	65	52	13
Compare/Predict(MC)	X	X	X	Algebra(MC,OE)	67	57	10
Textual Clues(MC)	0	61	-61	Functions(MC,OE)	71	60	11
Writing Development(Writing)	60	70	-10	Geometry(MC,OE)	54	46	8
Language-in-Use(Writing)	0	91	-91	Statistics(MC,OE)	77	72	5
Punct/Capitalize(MC)	50	56	-6	Probability(MC,OE)	59	45	14
Usage(MC)	0	41	-41	Computation(MC,OE)	76	64	12
Spelling(MC)	99	79	20				
Revise Written Text(MC)	0	53	-53				
Make Inferences(MC,OE)	82	63	19				
Cause/Effect(MC,OE)	99	62	37				
Purpose/Perspective(MC,OE)	99	58	41				
Compare/Contrast(MC,OE)	99	50	49				
Influence/Persuade(MC,OE)	67	65	2				
Fact/Opinion(MC,OE)	40	88	-48				
Literary Meaning(MC,OE)	99	68	31				
Genres/Conventions(MC)	86	59	27				

H MC: Multiple-choice items OE: Open-ended items X: Not reported for < 4 points

I **English/language arts**
Your child did not pass the ISTEP+ test in English/language arts and is eligible for remediation from the school. Please contact the school to set up a conference to discuss these test results and to address your child's educational needs. The test results show that some of your child's areas of weakness are: Language-in-Use; Textual Clues; Revise Written Text.

Mathematics
Your child passed the ISTEP+ test in mathematics. The test results show that some of your child's areas of strength are: Probability; Probsolv/Comm/Reas; Computation.

(See back of report for Applied Skills results)

Page 1

Copyright © 1997 CTB/McGraw-Hill. All rights reserved.

CTBID: 01341M016485001-04-00003

Highlights of the Student Report

- A** Identifies the student's name and grade.
- B** Indicates the test date and identifies the corporation-school number, school, corporation, county, and state.
- C** Explains the student's performance relative to the Indiana Academic Standards established by the Board of Education.
- D** Lists Essential Skills, grouped by content area.
- E** Presents the Student Skill Score that the student obtained.
- F** Indicates the Passing Skill Score for a student meeting the standard for this specific Essential Skill.
- G** Shows the difference between the Student Skill Score and the Passing Skill Score for a student at the standard.
- H** Defines symbols and acronyms used in this report.
- I** Explains student's areas of strength and weakness.

Reports for Teachers

Student Report (Back)

The reverse side (back) of the Student Report lists individual student test results for each Applied Skills item by subject area and test session. It provides the number of points the student earned on each item, as well as the maximum number of points possible. This report is used in conjunction with the *Teacher's Scoring Guides* and the imaged student responses to help the teacher explain the scores and the scoring process. Imaged student responses will be returned to the schools in December 2002 along with a third copy of the Student Report.

ISTEP+ INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS

Student Report

MARY BROWN

A

Grade: 10

Simulated Data

Purpose

This report provides scoring results from the Applied Skills component of the ISTEP+ test. The Applied Skills test consists of short answer and essay items. The page numbers listed on this report refer back to the original test document.



Birthdate: 11/07/86

Special Codes:
ABCDEF GHIJKLMNOPQR
40 2 26 . . . 1 2 1

Test Date: 09/17/02

STRCODES: 4690-3333

School: SCHOOL ONE
Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA STATE DEPT OF ED

B

CTB
McGraw-Hill

Page 2

ISTEP+ Student Report - Applied Skills

English/language arts

English/language arts Session 1 Item# - Skill	Page Number	Points Earned	Points Possible
--	----------------	------------------	--------------------

1a - Writing Development	1	6	6
--------------------------	---	---	---

1b - Language-in-Use	1	4	4
----------------------	---	---	---

C D E F

English/language arts Session 2

Item# - Skill	Page Number	Points Earned	Points Possible
---------------	----------------	------------------	--------------------

1 - Purpose/Perspective	13	1	2
-------------------------	----	---	---

2 - Purpose/Perspective	13	1	1
-------------------------	----	---	---

3 - Literal Meaning	13	1	1
---------------------	----	---	---

4 - Cause/Effect	13	2	2
------------------	----	---	---

5 - Literal Meaning	14	1	2
---------------------	----	---	---

6 - Make Inferences	14	1	1
---------------------	----	---	---

7 - Make Inferences	14	1	2
---------------------	----	---	---

8a - Make Inferences	15	0	2
----------------------	----	---	---

8b - Writing Development	15	0 (E)	4
--------------------------	----	-------	---

8c - Language-in-Use	15	0 (C)	4
----------------------	----	-------	---

Mathematics

Mathematics Session 1 Item# - Skill	Page Number	Points Earned	Points Possible
--	----------------	------------------	--------------------

1 - Geometry	1	2	2
--------------	---	---	---

2 - Computation	3	2	2
-----------------	---	---	---

3 - Probsolv/Comm/Reas	3	2	2
------------------------	---	---	---

4 - Statistics	4	2	2
----------------	---	---	---

5 - Probability	6	2	2
-----------------	---	---	---

6 - Probsolv/Comm/Reas	7	1	2
------------------------	---	---	---

7 - Probsolv/Comm/Reas	8	0 (D)	2
------------------------	---	-------	---

8 - Probsolv/Comm/Reas	9	0 (A)	2
------------------------	---	-------	---

Mathematics Session 2

Item# - Skill	Page Number	Points Earned	Points Possible
---------------	----------------	------------------	--------------------

1 - Probsolv/Comm/Reas	13	2	2
------------------------	----	---	---

2 - Probsolv/Comm/Reas	14	2	2
------------------------	----	---	---

3 - Algebra	15	2	2
-------------	----	---	---

4 - Probsolv/Comm/Reas	15	2	2
------------------------	----	---	---

5 - Probsolv/Comm/Reas	16	2	2
------------------------	----	---	---

6 - Functions	17	2	4
---------------	----	---	---

7 - Probsolv/Comm/Reas	17	2	2
------------------------	----	---	---

8 - Algebra	18	0 (D)	1
-------------	----	-------	---

9 - Probsolv/Comm/Reas	19	0 (A)	2
------------------------	----	-------	---

Note: Please refer to the ISTEP+ Teacher's Scoring Guides for item-specific Essential Skills information (these are available at your child's school and are available on our website at www.doe.state.in.us/istep).

Condition Codes

A = Blank/no response
B = Illegible/unable to score
C = Written predominantly in a language other than English/unable to score

D = Insufficient response/unable to score/copied from text
E = Response not related to test question or scoring rule
Note: All condition codes convert to 0 points obtained

H The Applied Skills Report tells you how your child performed on the portion of the test that requires writing an essay and answering open-ended (OE) questions. This report shows the skill the item measures, the page number of the item, how many points your child earned, and how many points were possible. For this report to be the most beneficial, you need to use it with the copy of your child's actual work. The copy of your child's work will be available at the school.

Your child's teacher can also describe the kinds of extra help your child can receive, if needed. Indiana schools are required to provide remediation for students who do not pass the academic standards. It's your responsibility as a parent to make sure your child takes advantage of these opportunities.

If you want to see how your child's scores compare to the average scores of the state and local school corporation, you can find that information on our website.

More information is available by using the ISTEP+ Hotline at **888-544-7837 (888-54-ISTEP)**, the Indiana Department of Education Website, www.doe.state.in.us/istep, or you can send email to istep@doe.state.in.us.

CTBID: 01341M016485001-04-00003

Sample Student Report (Back)

The sample Student Report (Back) provides test results for Mary Brown, a tenth-grade student who took the *ISTEP+* achievement test. Under English/ language arts, Session 2, one can observe that item number 1 of this session is located on page 13 of the imaged student responses and that Mary scored one point. The maximum possible for this item is two points.

Highlights of the Student Report (Back)

- A** Identifies the student’s name and grade.
- B** Indicates the test date and identifies the corporation-school number, school, corporation, county, and state.
- C** Lists each item and its Essential Skill by subject and test session.
- D** Indicates the page number on which the item appears in the test book.
- E** Presents the number of score points that the student earned for the given Applied Skills item or, if no score, the letter of the condition code.
- F** Indicates the number of points possible for the given Applied Skills item.
- G** Explains Condition Codes.
- H** Provides information for parents.

Proficiency Roster

This report lists all students in the class alphabetically and tells the teacher how each student performed in the content areas of English/language arts and mathematics. Also shown is the scale score for each student in each of the content areas.

In the upper portion of the report, summary information is given for the class as a whole. Shown for each of the two content areas are the class average (mean scale score), the standard deviation, the lowest and highest scale scores obtained by the students in the group, and the lowest and highest possible scores.

The group's performance is also compared to the academic standard to show the number and percentage of students above and below the standard.

ISTEP+ INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS

Proficiency Roster

Class: GRAHAM

Grade: 10

Simulated Data

Purpose

This report lists students alphabetically within a test section. The Proficiency Performance Roster provides a listing of students and their results.



Test Date: 09/17/02

STRCODES: 4690-3333
School: SCHOOL ONE
Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA STATE DEPT OF ED

English/language arts E					Mathematics F				
Highest Scale Score Obtained	606	Academic Standard	466		Highest Scale Score Obtained	597	Academic Standard	486	
Mean Scale Score (SS)	450.9	No./PCT Above Standard	12 / 33%		Mean Scale Score (SS)	470.4	No./PCT Above Standard	19 / 53%	
Lowest Scale Score Obtained	330	No./PCT Below Standard	15 / 42%		Lowest Scale Score Obtained	359	No./PCT Below Standard	10 / 28%	
Standard Deviation	81.5	No./PCT Undetermined	9 / 25%		Standard Deviation	137.7	No./PCT Undetermined	7 / 19%	
Low/High Score Possible	300-800	Number of Students Listed	36		Low/High Score Possible	300-720	No. of Students Listed	36	

No.	Student	Score (SS)	Category	No.	Student	Score (SS)	Category
B 1	ARCHER, DANIEL F	391	Below	D 1	ARCHER, DANIEL F	484	Below
2	BAIRD, BRUCE	536	Above	2	BAIRD, BRUCE	529	Above
3	BENSON, JIM L	#	UND	3	BENSON, JIM L	#	UND
4	BRADFORD, NELL	#	UND	4	BRADFORD, NELL	#	UND
5	BREYER, BARBAR M	354	Below	5	BREYER, BARBAR M	462	Below
6	BROWN, MARY	435	Below	6	BROWN, MARY	505	Above
7	CARTER, MARCUS W	336	Below	7	CARTER, MARCUS W	441	Below
8	CHONG, SUSAN	371	Below	8	CHONG, SUSAN	468	Below
9	DECKER, TERRI M	417	Below	9	DECKER, TERRI M	500	Above
10	DODSON, PAUL L	486	Above	10	DODSON, PAUL L	525	Above
11	FREEBORN, LARRY	528	Above	11	FREEBORN, LARRY	543	Above
12	GARCIA, HANK	#	UND	12	GARCIA, HANK	412	Below
13	GREEN, JAMES	#	UND	13	GREEN, JAMES	#	UND
14	JACKSON, BETTY	551	Above	14	JACKSON, BETTY	552	Above
15	JOHNSON, ELLEN	406	Below	15	JOHNSON, ELLEN	490	Above
16	LETTERMAN, NICOLE	#	UND	16	LETTERMAN, NICOLE	#	UND
17	LOWREY, KATHER	606	Above	17	LOWREY, KATHER	597	Above
18	MAHLER, CARINE	551	Above	18	MAHLER, CARINE	552	Above
19	MALDONADO, MARLA	354	Below	19	MALDONADO, MARLA	#	UND
20	MASSEY, RICHAR N	#	UND	20	MASSEY, RICHAR N	365	Below
21	NICHOLS, TOM	330	Below	21	NICHOLS, TOM	417	Below
22	OTTENWALTER, MIMI	#	UND	22	OTTENWALTER, MIMI	#	UND
23	PARKER, ALICE C	#	UND	23	PARKER, ALICE C	359	Below
24	PARKER, JARROD A	350	Below	24	PARKER, JARROD A	447	Below
25	RAMIREZ, ALEX M	380	Below	25	RAMIREZ, ALEX M	479	Below
26	RAMME, JULIE P	448	Below	26	RAMME, JULIE P	505	Above
27	ROBERTS, MARY J	528	Above	27	ROBERTS, MARY J	543	Above
28	ROCKWELL, NANCY K	400	Below	28	ROCKWELL, NANCY K	500	Above
29	SIMPSON, CRAIG	486	Above	29	SIMPSON, CRAIG	525	Above
30	SMITH, JONELL	479	Above	30	SMITH, JONELL	521	Above
31	WAMBAUGH, CINDY A	606	Above	31	WAMBAUGH, CINDY A	597	Above
32	WHITE, KAREN	507	Above	32	WHITE, KAREN	536	Above
33	WILLIAMS, MIKE W	#	UND	33	WILLIAMS, MIKE W	#	UND
34	WRIGHT, DAVE	471	Above	34	WRIGHT, DAVE	521	Above
35	ZOU, JINSON	439	Below	35	ZOU, JINSON	490	Above
36	ZWALD, NICK F	429	Below	36	ZWALD, NICK F	501	Above

H #: No score due to invalid or omitted subtest
UND: Undetermined

**Highlights of the
Proficiency Roster**

- A** Identifies the class by the teacher's name and grade.
- B** Lists students alphabetically within the class.
- C** Provides each student's scale score and performance category within the English/language arts content area.
- D** Provides each student's scale score and performance category within the mathematics content area.
- E** Provides English/language arts summary information for the class.
- F** Provides mathematics summary information for the class.
- G** Indicates the test date and identifies the corporation-school number, school, corporation, county, and state.
- H** Defines the symbols and acronyms used in this report.

Class Essential Skills Report

The Class Essential Skills Report presents Essential Skill information for all the students in your class on a single report. It presents mastery information for each student and summarizes the performance of the class as a whole.

Essential Skills Information

The name of each student in the class appears in alphabetical order across the top of the report. The column below the student's name presents mastery information for that student. The Essential Skills for the grade appear on the left side of the report.

To the right of each Essential Skill the following information appears:

- the number of students who mastered the Essential Skill, and
- the percentage of students in the class who mastered the Essential Skill.

You can use this information to identify areas in which students may need additional instruction.

ISTEP+
INDIANA STATEWIDE TESTING
FOR EDUCATIONAL PROGRESS


Class Essential Skills Report

Class: GRAHAM

Grade: 10

Simulated Data

Purpose
This report provides an analysis of Essential Skills mastery and can be used to analyze curriculum strengths and needs.



No. of Students: 36


Test Date: 09/17/02

STRCODES: 4690-3333
School: SCHOOL ONE
Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA STATE DEPT OF ED

Indiana Performance Index (IPI)
The IPI is the expected number of items correct had 100 similar items been taken for the given Essential Skill. A student has mastered a given Essential Skill if the student's IPI meets or exceeds the IPI expected for a student at the standard.

● : Mastery
○ : Non-Mastery
X : Mastery not reported for Essential Skills with fewer than 4 points
MC: Multiple-choice items
OE: Open-ended items
: No score due to invalid or omitted subtest

	Number Mastery		Percent Mastery		Students																						
					D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
English/language arts																											
10.1 Construct Meaning(MC)	20	67	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
10.2 Compare/Predict(MC)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
10.3 Textual Clues(MC)	2	7	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
10.6a Writing Development(Writing)	8	27	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
10.6b Language-in-Use(Writing)	4	13	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
10.7 Punct/Capitalize(MC)	12	40	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
10.8 Usage(MC)	7	23	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
10.9 Spelling(MC)	17	57	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
10.10 Revise Written Text(MC)	3	10	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
10.11 Make Inferences(MC,OE)	21	70	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
10.12 Cause/Effect(MC,OE)	21	70	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
10.13 Purpose/Perspective(MC,OE)	26	87	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
10.14 Compare/Contrast(MC,OE)	26	87	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
10.15 Influence/Persuade(MC)	14	47	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
10.16 Fact/Opinion(MC)	8	27	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
10.17 Literal Meaning(MC,OE)	27	90	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
10.19 Genres/Conventions(MC)	21	70	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Mathematics																											
10.1-3 Probsolv/Comm/Reas(MC,OE)	19	66	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
10.4 Algebra(MC,OE)	24	83	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
10.5 Functions(MC,OE)	21	72	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
10.6 Geometry(MC,OE)	17	59	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
10.7 Statistics(MC,OE)	17	57	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
10.8 Probability(MC,OE)	17	57	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
10.9 Computation(MC,OE)	26	90	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○



Page 1

Copyright © 1997 CTB/McGraw-Hill. All rights reserved.

CTBID: 01341M016485001-05-00003-000016

Highlights of the Class Essential Skills Report

- A** Identifies the class by the teacher's name and grade.
- B** Lists students alphabetically by name from left to right.
- C** Lists Essential Skills for the grade.
- D** Presents the number of students who mastered the Essential Skill.
- E** Shows the percentage of students who mastered the Essential Skill (see page 11 for the definition of "Mastery").
- F** Indicates the test date and identifies the corporation-school number, school, corporation, county, and state.
- G** Defines the symbols and acronyms used in this report.

Undetermined Status Roster

This report provides a list of all students in the class who have an undetermined status. Students who fail to complete one or more subtests in English/language arts or mathematics are listed as undetermined. The report indicates whether the subtest was not taken or invalidated, thus explaining the reason for the undetermined status.

ISTEP+ INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS


Undetermined Status Roster

Class: GRAHAM **A**

Grade: 10

Simulated Data

Purpose
This report provides a list of students with an undetermined status and a reason for that status. This list should be used to aid in the explanation of the undetermined status codes.




Test Date: 09/17/02 **E**

STRCODES: 4960-3333
School: SCHOOL ONE
Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA STATE DEPT OF ED

B	C	D English/language arts				Mathematics			
		Writing S1 - OE	E/la S2 - OE	E/la T1 - MC	E/la T2 - MC	Math S1 - OE	Math S2 - OE	Math T3 - MC	Math T4 - MC
BENSON, JIM L Birthdate: 9/23/86 Special Codes Student ID 2700000490 Other (K-T) 5..1.1..82	E/la Undetermined Math Undetermined	Valid Attempt	Valid Attempt	Test not taken	Test not taken	Valid Attempt	Valid Attempt	Test not taken	Test not taken
BRADFORD, NELL Birthdate: 10/ 5/86 Special Codes Student ID 0900000502 Other (K-T)0683	E/la Undetermined Math Undetermined	Test not taken	Valid Attempt	Valid Attempt	Valid Attempt	Test not taken	Test not taken	Valid Attempt	Valid Attempt
GARCIA, HANK Birthdate: 10/ 8/86 Special Codes Student ID 0900000505 Other (K-T) 1..1.582	E/la Undetermined Math Below Standard	Test not taken	Valid Attempt	Valid Attempt	Valid Attempt	Valid Attempt	Valid Attempt	Valid Attempt	Valid Attempt
GREEN, JAMES Birthdate: 9/21/86 Special Codes Student ID 21000004885 Other (K-T) 0..04-8	E/la Undetermined Math Undetermined	Valid Attempt	Valid Attempt	Test not taken	Test Inv.	Valid Attempt	Valid Attempt	Test not taken	Test not taken
LETTERMAN, NICOLE Birthdate: 9/17/86 Special Codes Student ID 13000004841 Other (K-T) 16..6	E/la Undetermined Math Undetermined	Valid Attempt	Test not taken	Valid Attempt	Test not taken	Valid Attempt	Test not taken	Valid Attempt	Test not taken
MALDONADO, MARLA Birthdate: 10/ 2/86 Special Codes Student ID 250000049921 Other (K-T) 102-	E/la Below Standard Math Undetermined	Valid Attempt	Valid Attempt	Valid Attempt	Valid Attempt	Valid Attempt	Test not taken	Valid Attempt	Valid Attempt

MC: Multiple-choice items OE: Open-ended items Inv.: Test Invalidated by School



Page 1

Copyright © 1997 CTB/McGraw-Hill. All rights reserved.
 CTBID: 01341M016485001-05-00003-000016

- ## ISTEP+ Label

BROWN	MARY	T C S / 2	TEST TCS/2	CSI 102 AGE 15-10	SCORES		SEQ	ANA	NVRB	MEM	VRB					
					NPA	51	69	60	58	45						
BROWN	MARY		ISTEP+	READING READ	VOC	COMP	LANGUAGE LANG	MECH	COMP	MATHEMATICS MATH	COMP	COMP	TOTL SCOR	ISTEP+ RESULTS		
			SCORES											E/LA	MATH	
DOB: 11/ 7/86			NP	59	77	68	50	33	38	84	79	83	66	466	486	
CODES: 40 2 261 2 1			GE	10.8	12.4	11.6	10.2	7.7	8.7	12.4	12.4	12.4	11.3	STANDARD		
NORMS DATE: 1996			NCE	55	66	60	50	41	43	71	67	70	58	OBTAINED		
QUARTER MONTH: 06			NACE	50	50	49	51	50	49	50	50	49	49	CATEGORY		
PATTERN (IRT)			GRADE 10											BELOW	ABOVE	
M016485001-05-00001			DATE 09/17													

NRT Student Report

The NRT Student Report provides parents/guardians with normative information about their child's academic achievement in an easily understood format. This report is very useful for parent-teacher conferences. The NRT Student Report lists the student's areas of strength and weakness so that instruction can be customized to meet his or her individual needs.

The national percentile ranks for each test are vertically displayed along the left side of the graph, and the height of each bar shows the student's performance compared with students nationally. **Note:** Students who take the Graduation Qualifying Examination Retest will NOT take the NRT test.

The norm-referenced scores presented on the NRT Student Report are national percentile ranks (NP). National percentile ranks compare a student's scores with the norm group (or "national average"). See page 14 for more information about national percentile ranks.

ISTEP+

INDIANA STATEWIDE TESTING
FOR EDUCATIONAL PROGRESS


Norm-Referenced Test Student Report

Name: MARY BROWN **A**

Grade: 10

Simulated Data


Purpose
This report presents information about your child's performance on the CTBS/5 Assessment. It describes achievement in terms of National Percentiles, which compare your child with other students of the same grade nationally.



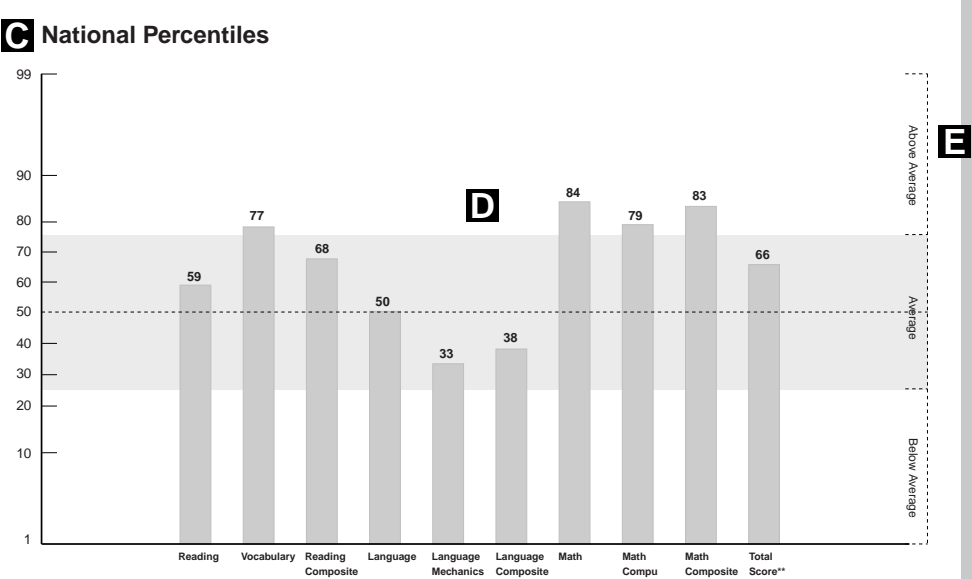
Birthdate: 11/07/86
Special Codes: ABCDEFGHIJKLMNOPQRST
40 2 26 . . . 1 2 1

Test Date: 09/17/02 Scoring: PATTERN (IRT)
Quarter Month: 06 Norms Date: 1996

STRCODES: 4690-3333 **B**
Class: TEACHER ONE
School: SCHOOL ONE
Corporation: CORPORATION ONE
County: COUNTY ONE
State: INDIANA STATE DEPT OF ED


Page 1

C National Percentiles



Test	National Percentile
Reading	59
Vocabulary	77
Reading Composite	68
Language	50
Language Mechanics	33
Language Composite	38
Math	84
Math Compu	79
Math Composite	83
Total Score**	66

** Total score consists of Reading Composite (Cmpst), Language Composite, Math Composite

F Observations

The height of each bar shows your child's National Percentile score on each test. The percentile scale is shown on the left. The graph shows that your child achieved a National Percentile of 59 in Reading. This means your child scored higher than approximately 59 percent of the students in the nation.

The scale on the right side of the graph shows score ranges that represent the average, above average, and below average in terms of National Percentiles. Average is defined as the middle 50 percent of the students nationally. Your child has six out of ten National Percentile scores in the average range. Four scores are above the average range and no scores are below the average range.

Copyright © 1997 CTB/McGraw-Hill. All rights reserved.

CTBID: 01341M016485001-05-00003-000016

Highlights of the NRT Student Report

- A** Identifies the student's name and grade.
- B** Indicates the test date and the Quarter Month (QM) upon which norm-referenced scores are based. Also identifies the corporation-school number, class, school, corporation, county, and state.
- C** Displays the national percentiles. These data are based on the testing of a nationally representative norming sample.
- D** Shows the total national percentile rank attained by the student for each test.
- E** Shows score ranges representing above average, average, and below average performance based on national percentiles.
- F** Explains the meaning of the student's national percentile (NP) scores and ranges by area tested.

Individual Performance

A CRS for a tenth-grade class is shown on page 32. Taking the record of Mary Brown (a fictitious student) as an example, you will see that Mary’s national percentile ranks range from 33 in Language Mechanics to 84 in Math. You will also see that Mary’s overall achievement is above the national average (Total Score NP = 66). The CRS also shows Mary’s national percentile ranks converted to normal curve equivalent (NCE) scores. The NCE scores allow for meaningful comparisons to be made across subject areas and among students within the class. When viewing the sample report, it is more meaningful to state that Mary’s Math Composite NCE score is 15 points lower than Bruce Baird’s Math Composite NCE score (second student) than to say that her Math Composite NP score is 12 points less than his. For additional information, see the discussion on NP ranks and NCE scores on pages 14 through 16.

If a substantial number of students in the standardization population (norm group) obtained perfect scores on a particular test section, the highest percentile rank to be reported will be less than 99. For example, if the report indicates a score of 97 with an asterisk, this means that 3% of the norm group received perfect scores and that 97 is the highest NP ranking available. On *ISTEP+* achievement test reports, an asterisk appears beside any scores that are the maximum (or minimum) possible.

Group Information

Summary information for the class as a whole appears at the end of the CRS (not shown on the sample report on page 32). Scores include the median national percentile (MDNP), grade mean equivalent (GME), and the mean normal curve equivalent (MNCE). Also included are the mean anticipated normal curve equivalent (MANCE) and the mean cognitive skills index (MCSI).

Use the summary information provided on the last page of your CRS to compare your class with students in the same grade nationwide and to compare each student’s performance with that of the entire class.

**Highlights of the
Class Record
Sheet with TCS/2**

- A** Identifies the class by the teacher’s name and grade.
- B** Lists students alphabetically with date of birth and codes that reflect responses recorded in the *ISTEP+* Student Information Questionnaire.
- C** Reports the norm-referenced test scores for each student: national percentile (NP), grade equivalent (GE), normal curve equivalent (NCE), and anticipated achievement normal curve equivalent (AANCE).
- D** Indicates the test date and the Quarter Month (QM) upon which the norm-referenced scores are based. Also identifies the corporation-school number, school, corporation, county, and state.
- E** Defines acronyms for achievement score names.

Reports for the School Administrator

Two kinds of information offer a broader understanding.

ISTEP+ reports provide two general types of information: criterion-referenced and optional norm-referenced. The criterion-referenced set of items reports a student's standing relative to the Indiana Academic Standards established by the State Board of Education as well as on Essential Skills defined in the Indiana Academic Standards. The optional norm-referenced set of items compares student performance with that of other students nationwide.

Use these two types of information together to acquire a more complete picture of the performance of the students within your school. The Proficiency Roster and the School Proficiency Performance Summary indicate the results of your students based on criterion-referenced test items. The school Evaluation Summary Report with TCS/2 reports the results of your students based on the optional norm-referenced test items.

Because the criterion-referenced and optional norm-referenced measures of performance are very different, comparing them is inappropriate. You may use them together to build a broader understanding of a student's performance.

Reports for the School Administrator

Proficiency Roster

This report lists all students in the school, by grade, alphabetically, and tells the principal how each student performed in the content areas of English/language arts and mathematics. Also shown is the scale score for each student in each of the content areas.

ISTEP+

INDIANA STATEWIDE TESTING
FOR EDUCATIONAL PROGRESS

Proficiency Roster

School: SCHOOL ONE

Grade: 10

Simulated Data

Purpose

This report lists students alphabetically within a test section. The Proficiency Performance Roster provides a listing of students and their results.



Test Date: 09/17/02

STRCODES: 4690-3333

Corporation: CORP ONE

County: COUNTY ONE

State: INDIANA STATE DEPT OF ED

CTB
McGraw-Hill

Page 1

English/language arts E				Mathematics F			
Highest Scale Score Obtained	800	Academic Standard	466	Highest Scale Score Obtained	720	Academic Standard	486
Mean Scale Score (SS)	399.3	No./PCT Above Standard	18 / 16%	Mean Scale Score (SS)	443.8	No./PCT Above Standard	28 / 25%
Lowest Scale Score Obtained	300	No./PCT Below Standard	76 / 68%	Lowest Scale Score Obtained	300	No./PCT Below Standard	68 / 61%
Standard Deviation	127.7	No./PCT Undetermined	17 / 15%	Standard Deviation	105.6	No./PCT Undetermined	15 / 14%
Low/High Score Possible	300-800	Number of Students Listed	111	Low/High Score Possible	300-720	No. of Students Listed	111
No.	Student	Score (SS)	Category	No.	Student	Score (SS)	Category
1	ANDERSON, DAVID P	800	Above	1	ANDERSON, DAVID P	720	Above
2	ANTONIO, PAT	#	UND	2	ANTONIO, PAT	#	UND
3	ARCHER, DANIEL F	391	Below	3	ARCHER, DANIEL F	484	Below
4	BAIRD, BRUCE	536	Above	4	BAIRD, BRUCE	529	Above
5	BAYES, CECILI S	380	Below	5	BAYES, CECILI S	463	Below
6	BENSON, JIM L	#	UND	6	BENSON, JIM L	#	UND
7	BLISS, FRANK	371	Below	7	BLISS, FRANK	438	Below
8	BRADFORD, NELL	#	UND	8	BRADFORD, NELL	#	UND
9	BREYER, BARBAR M	354	Below	9	BREYER, BARBAR M	462	Below
10	BROWN, MARY	435	Below	10	BROWN, MARY	505	Above
11	BUTLER, BUFORD O	333	Below	11	BUTLER, BUFORD O	449	Below
12	CARLSON, RAY	344	Below	12	CARLSON, RAY	448	Below
13	CARTER, MARCUS W	336	Below	13	CARTER, MARCUS W	441	Below
14	CASH, JAMES A	300	Below	14	CASH, JAMES A	300	Below
15	CHONG, SUSAN	371	Below	15	CHONG, SUSAN	468	Below
16	CLARK, PHILIP S	328	Below	16	CLARK, PHILIP S	312	Below
17	DALLY, PAMELA B	303	Below	17	DALLY, PAMELA B	304	Below
18	DAY, SANDRA	385	Below	18	DAY, SANDRA	431	Below
19	DECKER, TERRI M	417	Below	19	DECKER, TERRI M	500	Above
20	DODSON, PAUL L	486	Above	20	DODSON, PAUL L	525	Above
21	DOE, MARY M	322	Below	21	DOE, MARY M	423	Below
22	EASTMAN, JODY	#	UND	22	EASTMAN, JODY	#	UND
23	EASTMAN, JULIE A	366	Below	23	EASTMAN, JULIE A	487	Above
24	ENGLISH, HAROLD	300	Below	24	ENGLISH, HAROLD	359	Below
25	FIELDING, SAM S	350	Below	25	FIELDING, SAM S	444	Below
26	FREEBORN, LARRY	528	Above	26	FREEBORN, LARRY	543	Above
27	FROST, CHARLE W	332	Below	27	FROST, CHARLE W	300	Below
28	FULMER, CYNTHI	330	Below	28	FULMER, CYNTHI	300	Below
29	GARCIA, HANK	#	UND	29	GARCIA, HANK	412	Below
30	GILROY, BRIAN P	#	UND	30	GILROY, BRIAN P	720	Above
31	GRACE, JEAN L	347	Below	31	GRACE, JEAN L	449	Below
32	GRAHAM, ANTHON S	300	Below	32	GRAHAM, ANTHON S	304	Below
33	GRAHAM, SUE H	324	Below	33	GRAHAM, SUE H	300	Below
34	GREEN, JAMES	#	UND	34	GREEN, JAMES	#	UND
35	GUARD, LOUISE A	300	Below	35	GUARD, LOUISE A	437	Below
36	HERMES, SHARON K	331	Below	36	HERMES, SHARON K	435	Below
37	HERNANDEZ, GUADAL	306	Below	37	HERNANDEZ, GUADAL	343	Below
38	HILTON, HILLAR	336	Below	38	HILTON, HILLAR	438	Below
39	HOLIDAY, THOMAS J	374	Below	39	HOLIDAY, THOMAS J	434	Below
40	JACKSON, BETTY	551	Above	40	JACKSON, BETTY	552	Above

: No score due to invalid or omitted subtest
UND: Undetermined

Copyright © 1997 CTB/McGraw-Hill. All rights reserved.

CTBID:32123B821460001-04-00052-000054

Highlights of the
Proficiency Roster

- A** Identifies the school and grade.
- B** Lists students alphabetically within the school for the grade tested.
- C** Provides each student’s scale score and performance category (see page 11 for definition) within the English/language arts content area.
- D** Provides each student’s scale score and performance category (see page 11 for definition) within the mathematics content area.
- E** Provides English/language arts summary information for the school.
- F** Provides mathematics summary information for the school.
- G** Indicates the test date and identifies the corporation-school number, corporation, county, and state.
- H** Defines the symbols and acronyms used in this report.

School Proficiency Performance Summary

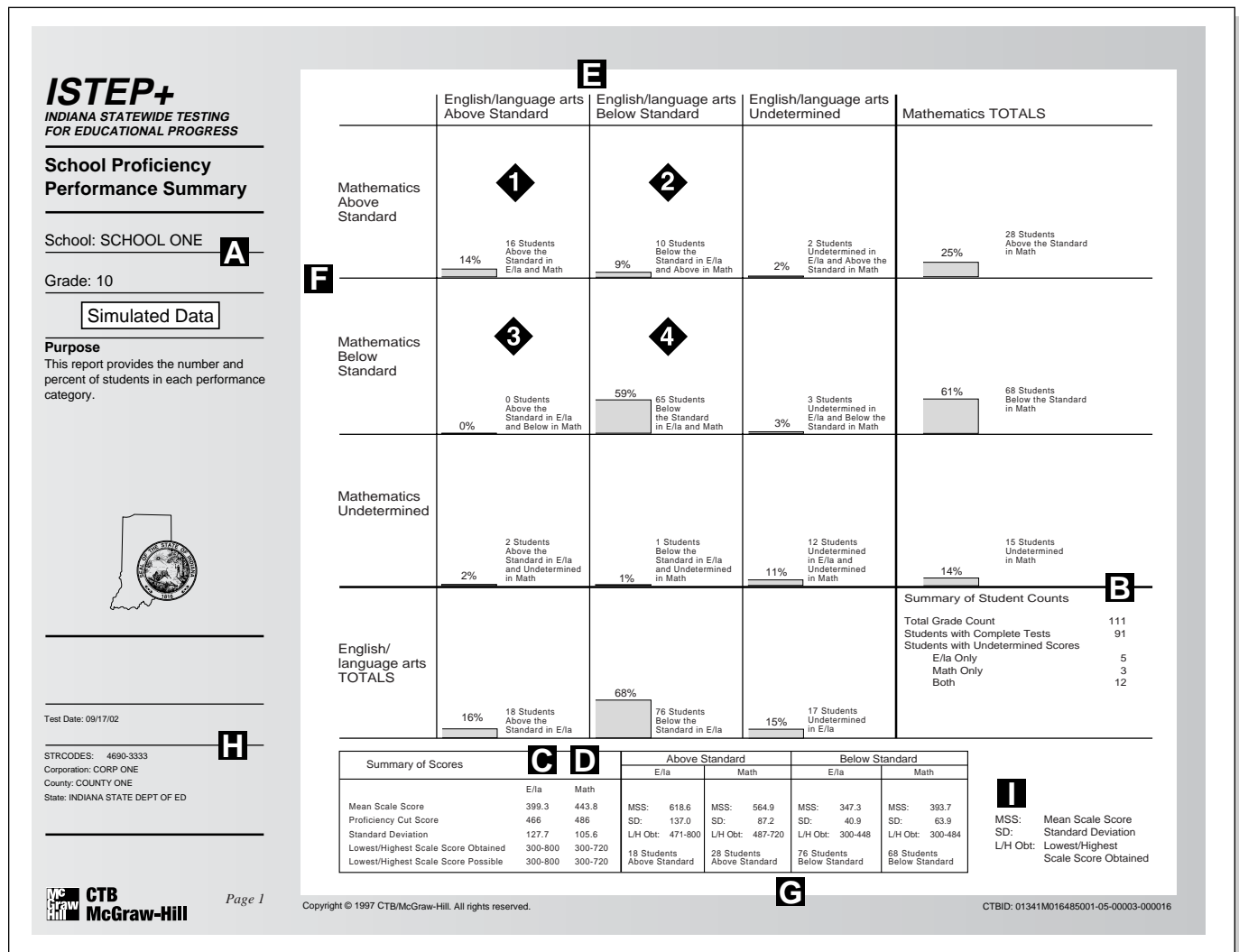
This report summarizes groups of students according to performance categories in the two content areas assessed by *ISTEP+*. It also provides summary scores by performance category.

This report summarizes groups of students according to their performance relative to the Indiana Academic Standards (see page 11 for definition) in the content areas assessed by *ISTEP+*. For example, the rectangle in the upper left-hand corner of the report **1** indicates the number and percentage of students who have obtained scores ABOVE the Indiana Academic Standards in both English/language arts and mathematics. Students tallied in the rectangle immediately to the right of the upper left-hand box **2** have scored ABOVE the standard in mathematics but BELOW the standard in English/language arts. Students reported in the rectangle immediately below the upper left-hand corner **3** have scored ABOVE the English/language arts standard but BELOW the standard in mathematics. Students reported in rectangle **4** have scored BELOW the standard in both English/language arts and mathematics. The sum of students listed in blocks 1, 2, 3, and 4 is the total number of students with complete tests.

In the section entitled “Summary of Student Counts,” the number of students with complete tests in both subjects, the number with undetermined scores in one or both areas, and the total number of students are shown.

A section at the bottom of the report called “Summary of Scores” provides school averages, standard deviations, and score ranges. For each of the performance categories ABOVE standard and BELOW standard, the mean scale score, the standard deviation, and the lowest and highest scale scores obtained are shown.

Reports for the School Administrator



Highlights of the School Proficiency Performance Summary

- A** Identifies the school and grade.
- B** Reports the number of students.
- C** Provides school summary information for English/language arts.
- D** Provides school summary information for mathematics.
- E** The **columns** report Indiana Academic Standards categories for English/language arts.
- F** The **rows** report Indiana Academic Standards categories for mathematics.
- G** Provides school summary scores by performance category for both English/language arts and mathematics.
- H** Indicates the test date and identifies the corporation-school number, corporation, county, and state.
- I** Defines the acronyms used in this report.

Reports for the School Administrator

GQE Required Retest List

This report lists alphabetically those students who fell below the standard on the *ISTEP+* Fall 2002 Graduation Qualifying Examination in either English/language arts or mathematics or in both content areas. It also shows the performance category and scale score for each student in each of the content areas.

ISTEP+ INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS

GQE Required Retest List

School: SCHOOL ONE

Grade: 10

Simulated Data

Purpose

This report lists students who have not met the Indiana Academic Standard in one or more content areas.



Test Date: 09/17/02

STRCODES: 4690-3333

Corporation: CORP ONE

County: COUNTY ONE

State: INDIANA STATE DEPT OF ED

F

#: No score due to invalid or omitted subtest

UND: See Undetermined report for details

English/language arts standard: 466
Mathematics Standard: 486

B

Student	E/la Score	E/la Category	Math Score	Math Category
ANTONIO, PAT	#	UND	#	UND
ARCHER, DANIEL F	391	Below	484	Below
BAYES, CECILI S	380	Below	463	Below
BENSON, JIM L	#	UND	#	UND
BLISS, FRANK	371	Below	438	Below
BRADFORD, NELL	#	UND	#	UND
BREYER, BARBAR M	354	Below	462	Below
BROWN, MARY	435	Below	505	Above
BUTLER, BUFORD O	333	Below	449	Below
CARLSON, RAY	344	Below	448	Below
CARTER, MARCUS W	336	Below	441	Below
CASH, JAMES A	300	Below	300	Below
CHONG, SUSAN	371	Below	468	Below
CLARK, PHILIP S	328	Below	312	Below
DALLY, PAMELA B	303	Below	304	Below
DAY, SANDRA	385	Below	431	Below
DECKER, TERRI M	417	Below	500	Above
DOE, MARY M	322	Below	423	Below
EASTMAN, JODY	#	UND	#	UND
EASTMAN, JULIE A	366	Below	487	Above
ENGLISH, HAROLD	300	Below	359	Below
FIELDING, SAM S	350	Below	444	Below
FROST, CHARLE W	332	Below	300	Below
FULMER, CYNTHI	330	Below	300	Below
GARCIA, HANK	#	UND	412	Below
GILROY, BRIAN P	#	UND	720	Above
GRACE, JEAN L	347	Below	449	Below
GRAHAM, ANTHON S	300	Below	304	Below
GRAHAM, SUE H	324	Below	300	Below
GREEN, JAMES	#	UND	#	UND
GUARD, LOUISE A	300	Below	437	Below
HERMES, SHARON K	331	Below	435	Below
HERNANDEZ, GUADAL	306	Below	343	Below
HILTON, HILLAR	336	Below	438	Below
HOLIDAY, THOMAS J	374	Below	434	Below
JOHNSON, ELLEN	406	Below	490	Above
JOHNSON, SAMUEL D	379	Below	437	Below
JORDON, WARREN M	300	Below	319	Below
KACHLER, JAMES S	800	Above	#	UND
KURNOFF, MICHAEL F	300	Below	300	Below
LAMBERT, LEE B	385	Below	467	Below
LANGLEY, LUCILL	327	Below	362	Below
LAREDO, DAVID C	333	Below	384	Below
LARSON, BUD	300	Below	417	Below
LETTERMAN, NICOLE	#	UND	#	UND

C

D

Student	E/la Score	E/la Category	Math Score	Math Category
LITTON, LINDA	390	Below	475	Below
LOMBARDO, CHRIS W	374	Below	434	Below
LONG, JANE W	800	Above	#	UND
MALDONADO, MARLA	354	Below	#	UND
MARCO, PAUL	363	Below	442	Below
MASSEY, RICHAR N	#	UND	365	Below
MCDANIEL, BRYAN M	408	Below	435	Below
MYLER, RICHAR K	300	Below	304	Below
NAKAUCHI, ONOKO	397	Below	431	Below
NARCISO, SUSAN L	365	Below	434	Below
NICHOLS, TOM	330	Below	417	Below
OGLE, JERRY M	416	Below	487	Below
OTTENWALTER, MIMI	#	UND	#	UND
PADDOCK, DONALD L	338	Below	445	Below
PARKER, ALICE C	#	UND	359	Below
PARKER, JARROD A	350	Below	447	Below
PAXTON, ROBERT	300	Below	421	Below
PAYES, JUDITH A	392	Below	418	Below
PEREZ, VICTOR L	393	Below	481	Below
PLUME, MARIE S	334	Below	345	Below
PLUMMER, OTIS S	#	UND	#	UND
PRENTICE, JACK T	353	Below	457	Below
RAMIREZ, ALEX M	380	Below	479	Below
RAMME, JULIE P	448	Below	505	Above
RAMP, STEVEN A	300	Below	365	Below
REYES, GUSTAV	300	Below	412	Below
ROBINSON, BETH A	359	Below	300	Below
ROCKWELL, NANCY K	400	Below	500	Above
SADLER, TIM	#	UND	#	UND
SANDOVAL, ENRIQU S	300	Below	300	Below
SERROTT, MICHAEL S	300	Below	362	Below
SIEGEL, WILLIA D	324	Below	455	Below
SMITH, BEAU D	300	Below	300	Below
SMITH, CYNTHI	#	UND	720	Above
SMITH, JONATH	312	Below	304	Below
TAYLOR, JULIE	#	UND	#	UND
THOMAS, ADAM C	300	Below	304	Below
THOMAS, MARY B	375	Below	304	Below
THORNTON, DIANA S	300	Below	330	Below
TITUS, HEIDI K	300	Below	319	Below
UPSHAW, DAVID A	#	UND	#	UND
VARGUS, DELFIN W	346	Below	442	Below
WASHBURN, DAVID L	303	Below	423	Below
WEBER, JEFF D	300	Below	300	Below
WHITAKER, DIANE L	327	Below	441	Below

**Highlights of the
GQE Required
Retest List**

- A** Identifies the school and grade.
- B** Lists students alphabetically within the school who will need to be administered a GQE retest.
- C** Provides each student’s scale score and performance category (see page 11 for definition) within the English/language arts content area.
- D** Provides each student’s scale score and performance category (see page 11 for definition) within the mathematics content area.
- E** Indicates the test date and identifies the corporation-school number, corporation, county, and state.
- F** Defines the symbols and acronyms used in this report.

Reports for the School Administrator

Disaggregation Summary Report

The Disaggregation Summary Report is on two pages, one for English/language arts and one for mathematics. This report presents, by subject, the total number of students with scores identified as above the standard, below the standard, and undetermined. This information is provided for all students, as well as all subgroups, e.g., special education students with accommodations and without accommodations. The Disaggregation Summary Report can be used to obtain information regarding all groups of students.

ISTEP+
INDIANA STATEWIDE TESTING
FOR EDUCATIONAL PROGRESS


**Disaggregation
Summary Report**

School: SCHOOL ONE

Grade: 10

Simulated Data


Purpose
This report describes group achievement
for selected reporting populations.



Test Date: 09/17/02

STRCODES: 4890-3333

Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA STATE DEPT OF ED

 Page 2

Mathematics	Total Number of Students	Above Standard N	%	Below Standard N	%	Undetermined N	%	Median Scale Score	Low Scale Score Obtained	High Scale Score Obtained
All Students	111	28	25	68	61	15	14	441.3	300	720
General Education										
With accommodations (e.g. 504 students)	20	3	15	16	80	1	5	444.0	300	505
Without accommodations	56	10	18	37	66	9	16	434.3	300	720
Special Education										
With accommodations	10	4	40	4	40	2	20	453.5	300	720
Without accommodations	25	11	44	11	44	3	12	484.5	304	720
Limited English Proficiency										
With accommodations	17	4	24	13	76	0	0	441.0	300	552
Without accommodations	43	12	28	25	58	6	14	438.0	300	720
Non-Limited English Proficiency										
With accommodations	13	3	23	7	54	3	23	467.5	300	720
Without accommodations	38	9	24	23	61	6	16	439.3	300	720
Gender										
Male	60	14	23	36	63	8	13	436.5	300	720
Female	51	14	27	30	59	7	14	443.3	300	720
No valid information	0	***	***	***	***	***	***	***	***	***
SES										
Paid lunch	79	19	24	48	61	12	15	438.0	300	720
Free or reduced lunch	32	9	28	20	63	3	9	442.0	300	720
No valid information	0	***	***	***	***	***	***	***	***	***
Ethnicity										
American Indian or Alaska Native										
Black (not of Hispanic origin)										
Asian or Pacific Islander										
Hispanic										
White (not of Hispanic origin)										
Multiracial										
No valid information										
The Indiana Academic Standard for mathematics The Lowest/Highest Scale Score Possible for										
*** Value not computed for fewer than										

ISTEP+
INDIANA STATEWIDE TESTING
FOR EDUCATIONAL PROGRESS


**Disaggregation
Summary Report**

School: SCHOOL ONE

Grade: 10

Simulated Data


Purpose
This report describes group achievement
for selected reporting populations.



Test Date: 09/17/02

STRCODES: 4890-3333

Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA STATE DEPT OF ED

 Page 1

English/language arts	Total Number of Students	Above Standard N	%	Below Standard N	%	Undetermined N	%	Median Scale Score	Low Scale Score Obtained	High Scale Score Obtained
All Students	111	18	16	76	68	17	15	357.3	300	800
General Education										
With accommodations (e.g. 504 students)	12	2	17	8	67	2	17	350.5	300	528
Without accommodations	64	6	9	49	77	9	14	347.0	300	800
Special Education										
With accommodations	9	***	***	***	***	***	***	***	***	***
Without accommodations	26	7	27	14	54	5	19	392.0	300	800
Limited English Proficiency										
With accommodations	14	4	29	9	64	1	7	400.0	300	551
Without accommodations	46	8	17	31	67	7	15	349.0	300	800
Non-Limited English Proficiency										
With accommodations	7	***	***	***	***	***	***	***	***	***
Without accommodations	44	5	11	32	73	7	16	363.0	300	800
Gender										
Male	60	10	17	43	72	7	12	355.7	300	800
Female	51	8	16	33	65	10	20	361.0	300	800
No valid information	0	***	***	***	***	***	***	***	***	***
SES										
Paid lunch	79	13	16	52	66	14	18	353.0	300	800
Free or reduced lunch	32	5	16	24	75	3	9	363.0	300	800
No valid information	0	***	***	***	***	***	***	***	***	***
Ethnicity										
American Indian or Alaska Native	8	***	***	***	***	***	***	***	***	***
Black (not of Hispanic origin)	13	3	23	7	54	3	23	350.0	300	800
Asian or Pacific Islander	11	3	27	7	64	1	9	352.5	300	800
Hispanic	12	3	25	8	67	1	8	328.0	300	800
White (not of Hispanic origin)	16	3	19	12	75	1	6	391.0	300	800
Multiracial	20	5	25	11	55	4	20	404.5	300	800
No valid information	31	1	3	25	81	5	16	347.0	300	800
The Indiana Academic Standard for English/language arts is 466. The Lowest/Highest Scale Score Possible for English/language arts is 300/800.										
*** Value not computed for fewer than 10 students										

Highlights of
the School
Disaggregation
Summary Report

- A** Identifies the school and grade.
- B** Indicates the test date and identifies the corporation-school number, corporation, county, and state.
- C** Identifies the subgroups in the English/language arts content area.
- D** Lists the total number of students.
- E** Indicates the number and percent of students above standard, below standard, and undetermined.
- F** Indicates the median scale scores. (Not computed for groups with fewer than 10 students).
- G** Indicates the lowest and highest scale scores obtained.
- H** Identifies the subgroups in the mathematics content area.

Graduation Test
Labels

An individual **white** label is provided for each student and for each content area. These student labels indicate the student’s status relative to meeting the standard in English/language arts and mathematics. Separate labels are provided for each content area passed and for each content area **not** passed. Labels will also be provided for students who did not retest or who received an undetermined status in one or both content areas.

<div><div>ISTEP+ INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS</div><div>BROWN MARY Birthdate: 11/07/86 Grade: 10 Corp: CORP ONE School: SCHOOL ONE Test Date: 09/17/02</div></div>	<div><div>GQE - Mathematics</div><div>Standard: 486 Obtained: 505 Result: PASS</div></div>	Pass label
<div><div>ISTEP+ INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS</div><div>BROWN MARY Birthdate: 11/07/86 Grade: 10 Corp: CORP ONE School: SCHOOL ONE Test Date: 09/17/02</div></div>	<div><div>RETEST REQUIRED</div><div>GQE - English/language arts</div><div>Standard: 466 Obtained: 435 Result: DID NOT PASS</div></div>	Retest label

Reports for the School Administrator

Applied Skills Frequency Distribution

The Applied Skills Frequency Distribution report presents, at the school level, the number and percentage of students who obtained each score point for the individual Applied Skills items. This information can be used to determine if the students in your school show strengths and needs on specific Applied Skills items and, therefore, in the Essential Skills that are assessed by these items.

ISTEP+
INDIANA STATEWIDE TESTING
FOR EDUCATIONAL PROGRESS


**Applied Skills
Frequency Distribution**

School: SCHOOL ONE

Grade: 10


Simulated Data

Purpose
This report provides a frequency of
condition codes obtained by Applied Skills
items.



Test Date: 09/17/02

STRCODES: 4690-3333
Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA STATE DEPT OF ED

 Page 2

F

E/la	Total Number of Stdnts	Condition Code A Blank Response N %	Condition Code B Illegible N %	Condition Code C Non - English N %	Condition Code D Insufficient N %	Condition Code E Off Topic N %	Invalid / Omitted Session N %
SESSION 1							
1a - Writing Development	111	0 0	19 17	5 5	1 1	2 2	9 8
1b - Language-in-Use	111	0 0	8 7	12 11	5 5	4 4	9 8
SESSION 2							
1 - Purpose/Perspective	111	1 1	1 1	1 1	6 5	4 4	6 5
2 - Purpose/Perspective	111	3 3	6 5	18 16	5 5	3 3	6 5
3 - Literal Meaning	111	5 5	7 6	6 5	4 4	2 2	6 5
4 - Cause/Effect	111	6 5	4 4	6 5	8 7	3 3	6 5
5 - Literal Meaning	111	11 10	4 4	4 4	22 20	4 4	6 5
6 - Make Inferences	111	18 16	1 1	17 15	7 6	6 5	6 5
7 - Make Inferences	111	20 18	4 4	3 3	9 8	6 5	7 6
8a - Make Inferences	111	23 21	17 15	5 5	5 5	4 4	6 5
8b - Writing Development	111	25 23	7 6	3 3	7 6	6 6	6 5
8c - Language-in-Use	111	27 24	16 14	6 5	7 6	7 5	6 5
Math							
Item # - Skill	Total Number of Stdnts	Condition Code A Blank Response N %	Condition Code B Illegible N %	Condition Code C Non - English N %	Condition Code D Insufficient N %	Invalid / Omitted Session N %	
SESSION 1							
1 - Geometry	110	0 0	15 14	3 3	6 5	5 5	
2 - Computation	110	2 2	5 5	1 1	9 8	5 5	
3 - Problem/Comm/Reas	110	4 4	7 6	6 5	7 6	5 5	
4 - Statistics	110	6 5	6 5	5 5	11 10	5 5	
5 - Probability	110	11 10	3 3	6 5	9 8	5 5	
6 - Problem/Comm/Reas	110	19 17	5 5	3 3	10 9	5 5	
7 - Problem/Comm/Reas	110	20 18	7 6	16 14	8 7	5 5	
8 - Problem/Comm/Reas	110	23 21	6 5	6 5	10 9	5 5	
SESSION 2							
1 - Problem/Comm/Reas	110	1 1	14 13	3 3	7 6	7 6	
2 - Problem/Comm/Reas	110	2 2	5 5	4 4	6 5	7 6	
3 - Algebra	110	5 5	8 7	5 5	7 6	7 6	
4 - Problem/Comm/Reas	110	7 6	16 14	6 5	11 10	7 6	
5 - Problem/Comm/Reas	110	11 10	3 3	6 5	10 9	7 6	
6 - Functions	110						
7 - Problem/Comm/Reas	110						
8 - Algebra	110						
9 - Problem/Comm/Reas	110						

ISTEP+
INDIANA STATEWIDE TESTING
FOR EDUCATIONAL PROGRESS


**Applied Skills
Frequency Distribution**

School: SCHOOL ONE

Grade: 10


Simulated Data

Purpose
This report provides a frequency of points
obtained by Applied Skills items.



Test Date: 09/17/02

STRCODES: 4690-3333
Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA STATE DEPT OF ED

 Page 1

D

E/la	Points Poss	Total Number of Stdnts	0 Points Obtained N %	1 Point Obtained N %	2 Points Obtained N %	3 Points Obtained N %	4 Points Obtained N %	5 Points Obtained N %	6 Points Obtained N %
SESSION 1									
1a - Writing Development	6	111		17 15	7 6	6 5	6 5	3 3	36 32
1b - Language-in-Use	4	111		12 11	7 6	6 5	38 34		
SESSION 2									
1 - Purpose/Perspective	2	111	15 14	18 16	59 53				
2 - Purpose/Perspective	1	111	16 14	54 49					
3 - Literal Meaning	1	111	12 11	69 62					
4 - Cause/Effect	2	111	13 12	17 15	48 43				
5 - Literal Meaning	2	111	9 8	18 16	33 30				
6 - Make Inferences	1	111	11 10	45 41					
7 - Make Inferences	2	111	31 28	9 7	24 22				
8a - Make Inferences	2	111	14 13	15 14	22 20				
8b - Writing Development	4	111		13 12	6 5	15 14	22 20		
8c - Language-in-Use	4	111		13 12	7 6	6 5	17 15		
Math									
Item # - Skill	Points Poss	Total Number of Stdnts	0 Points Obtained N %	1 Point Obtained N %	2 Points Obtained N %	3 Points Obtained N %	4 Points Obtained N %	5 Points Obtained N %	6 Points Obtained N %
SESSION 1									
1 - Geometry	2	111	15 14	19 17	48 43				
2 - Computation	2	111	14 13	17 15	58 52				
3 - Problem/Comm/Reas	2	111	12 11	30 27	40 36				
4 - Statistics	2	111	24 22	17 15	37 33				
5 - Probability	2	111	14 13	30 27	33 30				
6 - Problem/Comm/Reas	2	111	13 12	14 13	42 38				
7 - Problem/Comm/Reas	2	111	15 14	14 13	26 23				
8 - Problem/Comm/Reas	2	111	13 12	14 13	34 31				
SESSION 2									
1 - Problem/Comm/Reas	2	111	14 13	20 18	45 41				
2 - Problem/Comm/Reas	2	111	15 14	30 27	42 38				
3 - Algebra	2	111	24 22	18 16	37 33				
4 - Problem/Comm/Reas	2	111	12 11	18 16	34 31				
5 - Problem/Comm/Reas	2	111	12 11	19 16	44 40				
6 - Functions	4	111	25 23	15 14	0 0	6 5	21 19		
7 - Problem/Comm/Reas	2	111	15 14	14 13	22 20				
8 - Algebra	1	111	13 12	48 42					
9 - Problem/Comm/Reas	2	111	27 24	15 14	14 13				

Highlights of the
Applied Skills
Frequency
Distribution

- A** Identifies the school and grade.
- B** Indicates the test date and identifies the corporation-school number, corporation, county, and state.
- C** Identifies the item number and the skill being scored (for items that are scored for more than one skill). Descriptions of each item and scoring rubrics and skills are found in the *ISTEP+ Teacher’s Scoring Guides*.
- D** Lists the total number of students tested in the school.
- E** Lists the number and percentage of students obtaining each score point.
- F** Lists by condition code the number and percentage of students with no response.

Condition Codes
A = Blank/no response
B = Illegible/unable to score
C = Written predominantly in language other than English/unable to score
D = Insufficient response/unable to score/copied from text
E = Response not related to test question or scoring rule
Note: All condition codes convert to 0 points obtained.

Evaluation
Summary Report
with TCS/2

The school Evaluation Summary Report with TCS/2 (EVSUM) presents school level information derived from the optional norm-referenced test sections. In each subject area, it reports a variety of scores to enhance your analysis of group results.

An EVSUM is divided into two pages. Page one lists mean scores and standard deviations, local percentiles/quartile points, and distributions per quarter. Page two provides obtained scores, anticipated scores, and the difference between the two.

Mean Scores and Standard Deviations
The top portion of page one of the EVSUM provides mean scores and standard deviations for optional norm-referenced subtests and subtest totals. Mean normal curve equivalent scores are particularly useful in comparing your averages with those of the corporation and/or the state level. The national percentile of the mean normal curve equivalent is the most frequently used average score to compare local scores with those of the national norm group.

Reports for the School Administrator

Local Percentiles and Quartile Points

The middle section of page one provides norm-referenced scores in terms of national percentiles, grade equivalents, and normal curve equivalents for students at five points in the local distribution. The three quartile points—75th percentile (Q3), 50th percentile (Q2, median), and 25th percentile (Q1)—are shown, as is customary. In addition, the data at the 90th and 10th percentiles are also presented to allow a closer look at the highest- and lowest-performing students.

ISTEP+
INDIANA STATEWIDE TESTING
FOR EDUCATIONAL PROGRESS


**Evaluation Summary
Report with TCS/2**

School: SCHOOL ONE

Grade: 10

Simulated Data


Purpose
This report provides a comprehensive
description of your students' norm-
referenced achievement.



No. of Students: 111

Test Date: 09/17/02 Scoring: PATTERN (IRT)
QM: 06 Norms Data: 1996

STROCODES: 4690-3333
Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA STATE DEPT OF ED

 Page 2

	Read	Vocab	Read Comp	Lang	Lang Mech	Lang Comp	Math	Math Comp	Math Comp	Math Comp	Totl** Score
Number of Students	97	97	97	95	97	95	97	97	97	95	
Obtained/Anticipated Scores											
Median National Percentile											
Obtained	6,4	14,0	6,8	20,0	5,8	8,8	16,3	19,0	8,3	5,5	
Anticipated	7,2	11,0	8,6	6,8	9,4	7,0	6,5	7,3	6,0	6,3	
NP of Mean NCE											
Obtained	20	23	19	23	14	16	24	27	22	20	
Anticipated	19	23	20	18	20	19	19	19	19	19	
Difference	1	0	-1	5	-6	-3	5	8	3	1	
Mean Normal Curve Equivalent											
Obtained	32,5	34,6	31,8	34,6	27,0	29,3	35,0	37,0	33,7	32,1	
Standard Deviation Obtained	32,6	34,5	34,6	25,9	29,6	28,5	35,3	31,2	34,9	31,8	
Anticipated	31,7	34,1	32,4	30,5	32,6	31,7	31,2	31,2	31,3	31,6	
Difference	0,8	0,5	-0,6	4,1	-5,6	-2,4	3,8	5,8	2,4	0,5	
Mean Scale Scores											
Obtained	647,8	657,7	653,0	650,6	625,4	639,1	649,8	666,2	658,3	648,9	
Standard Deviation Obtained	91,7	81,2	84,2	73,9	71,4	69,9	117,3	85,2	96,8	62,1	
Anticipated	648,7	656,2	652,2	645,1	647,4	645,1	650,3	659,9	654,8	647,9	
Difference	-0,9	11,5	7,8	55,5	-22,0	-6,0	-1,5	-9,7	3,5	1,0	
Grade Mean Equivalent											
Obtained											
Standard Deviation Obtained											
Anticipated											
Difference											
Cognitive Skills Index (CSI)											
No. of Students	111										
No. of Students with valid CSI Intervals	16										
115 & Above											
Mean Obtained											
Mean Anticipated											
Difference											
95-114											
Mean Obtained											
Mean Anticipated											
Difference											
85 & Below											
Mean Obtained											
Mean Anticipated											
Difference											
** Total score consists of Reading Composite (Cmpst), Language Composite, Math Composite											
Copyright © 1997 CTB/McGraw-Hill. All rights reserved.											

ISTEP+
INDIANA STATEWIDE TESTING
FOR EDUCATIONAL PROGRESS


**Evaluation Summary
Report with TCS/2**

School: SCHOOL ONE

Grade: 10

Simulated Data


Purpose
This report provides a comprehensive
description of your students' norm-
referenced achievement.



No. of Students: 111

Test Date: 09/17/02 Scoring: PATTERN (IRT)
QM: 06 Norms Data: 1996

STROCODES: 4690-3333
Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA STATE DEPT OF ED

 Page 1

	Read	Vocab	Read Comp	Lang	Lang Mech	Lang Comp	Math	Math Comp	Math Comp	Math Comp	Totl** Score
Number of Students	101	102	101	99	102	99	102	101	101	99	
Mean Scores & Standard Deviations											
Grade Mean Equivalent	5,9	7,3	6,8	6,9	4,6	5,1	6,7	7,7	7,2	6,2	
Standard Deviation	4,5	4,2	4,3	3,6	4,4	4,0	4,7	3,7	4,1	4,1	
Mean Normal Curve Equiv.	33,9	36,2	33,0	35,5	28,6	30,3	37,0	38,1	35,1	33,3	
Standard Deviation	33,0	35,3	35,1	26,2	30,7	28,9	36,0	31,4	35,2	32,2	
NP of the Mean NCE	22	26	21	25	15	17	27	29	24	21	
Mean Scale Score	651,2	661,5	655,8	653,0	629,2	641,4	656,7	669,2	662,1	651,3	
Standard Deviation	92,4	83,6	85,0	74,8	73,3	70,8	120,1	85,7	97,8	62,8	
Local Percentiles/Quartiles											
90th Local Percentile											
National Percentile	95,1	98,5	97,8	69,6	93,9	87,6	98,5	97,3	98,4	97,4	
Grade Equivalent	12,9	12,9	12,9	11,7	12,6	12,3	12,9	12,9	12,9	12,9	
Normal Curve Equivalent	91,1	97,6	94,0	64,7	84,3	77,0	97,0	90,5	96,1	91,7	
Scale Score	796,3	801,8	817,9	720,7	758,4	738,0	832,0	796,3	809,3	758,8	
75th Local Percentile (Q3)											
National Percentile	57,3	65,3	58,5	45,5	30,8	33,9	75,0	67,3	70,7	56,0	
Grade Equivalent	10,6	11,1	10,7	9,3	7,4	8,1	12,7	11,6	12,4	10,5	
Normal Curve Equivalent	53,9	58,0	54,8	47,5	39,3	40,5	64,3	59,5	61,5	53,0	
Scale Score	694,3	704,3	698,5	677,5	661,3	668,3	733,0	723,6	726,7	698,5	
50th Percentile (Median) (Q2)											
National Percentile	7,2	17,0	7,3	21,0	6,3	9,3	19,5	21,5	8,9	5,9	
Grade Equivalent	3,9	6,3	4,2	5,2	3,6	4,1	6,8	7,6	5,8	3,8	
Normal Curve Equivalent	19,2	30,3	20,0	33,0	17,8	22,1	32,0	33,6	21,3	16,8	
Scale Score	626,3	650,3	628,3	648,0	616,3	626,8	659,0	668,0	639,0	616,6	
25th Local Percentile (Q1)											
National Percentile	2,3	1,5	1,4	8,9	1,7	3,4	1,4	3,9	1,5	2,5	
Grade Equivalent	2,4	2,7	2,5	3,7	1,8	2,8	2,4	5,0	3,6	2,9	
Normal Curve Equivalent	8,3	2,3	1,7	21,5	4,5	11,8	3,7	12,4	1,9	7,6	
Scale Score	595,3	586,6	590,5	625,5	581,0	604,5	553,9	617,4	586,8	598,2	
10th Local Percentile											
National Percentile	1,1	0,8	0,8	1,8	0,9	1,0	0,8	1,1	0,8	1,4	
Grade Equivalent	1,0	2,5	2,0	1,5	0,1	1,1	1,8	2,9	2,6	2,7	
Normal Curve Equivalent	1,5	0,8	0,8	4,1	1,0	1,0	0,8	1,3	0,9	4,1	
Scale Score	541,0	577,8	566,6	560,1	541,7	566,6	529,8	547,0	542,1	591,2	
National Quarters											
Local/Number											
Per Quarter	76-99	17	24	21	10	15	12	25	23	19	
	51-75	13	8	9	9	5	7	11	9	7	
	26-50	7	13	6	13	8	9	12	8	12	
	01-25	64	57	65	67	74	71	54	61	61	
Local/Percent											
Per Quarter	76-99	15,8	23,5	20,8	10,1	14,7	12,1	24,5	22,8	19,2	
	51-75	12,9	7,8	8,9	9,1	4,9	7,1	10,8	6,9	8,9	
	26-50	6,9	12,7	5,9	13,1	7,8	9,1	11,8	13,9	7,9	
	01-25	63,4	55,9	64,4	67,7	72,5	71,7	52,9	56,4	60,4	
** Total score consists of Reading Composite (Cmpst), Language Composite, Math Composite											
Copyright © 1997 CTB/McGraw-Hill. All rights reserved.											

Highlights of the
Evaluation
Summary Report
with TCS/2

Distribution per Quarter

The bottom section of page one shows the number and the percentage of students in each quarter of the national percentile distribution. If the scores of your students produced a perfectly normal distribution identical to the norm group upon which the test was standardized, 25% of your students would fall in each quarter.

Note that for School One, total scores indicate that 61.6% of the students are in the lowest quarter, while 19.2% are in the upper quarter. At School One, 26.3% of the students scored above the average of the norm group (19.2% plus 7.1%).

Obtained and Anticipated Scores

The anticipated scores were established from data collected in a national study involving students of similar age, grade, and academic aptitude. Reviewing these data enables you to determine whether your students are performing at their potential as well as how they compare with similar students.

- A** Identifies the school and grade.
- B** Shows the number of students with valid scores for each test section. School averages are based on these numbers.
- C** Shows the grade mean equivalent and its standard deviation, as well as the mean, standard deviation, and national percentile of the mean normal curve equivalent.
- D** Reports the scores that locate the three quartile points—75th percentile, 50th percentile (median), and 25th percentile—as well as the 90th and 10th percentiles.
- E** Shows the number and percentage of your students in each quarter of the national percentile (NP) distribution.
- F** Indicates the test date and the Quarter Month (QM) upon which norm-referenced scores are based. Also identifies the corporation-school number, corporation, county, and state.
- G** Shows the obtained and anticipated median (middle) national percentile.
- H** Shows the obtained and anticipated national percentile corresponding to the mean normal curve equivalent and the difference between the two.
- I** For both the mean normal curve equivalent and grade mean equivalent, this report shows the obtained score, the standard deviation obtained, the anticipated score, and the difference between the obtained score and the anticipated score.
- J** In addition to the mean cognitive skills index (CSI), this section shows the mean obtained and anticipated normal curve equivalents, as well as the difference between the two, grouped by CSI intervals.

Reports for the Corporation Administrator

Two kinds of information offer a broader understanding.

ISTEP+ reports provide two general types of information: criterion-referenced and optional norm-referenced. The criterion-referenced set of items reports a student's standing relative to the Indiana Academic Standards established by the State Board of Education as well as on Essential Skills defined in the Indiana Academic Standards. The optional norm-referenced set of items compares student performance with that of other students nationwide.

Use these two types of information together to acquire a more complete picture of the performance of the students within your corporation. The Corporation Proficiency Performance Summary and the corporation Essential Skills Summary indicate the results of your students based on criterion-referenced items. The corporation Evaluation Summary Report with TCS/2 indicates the results of your students based on the optional norm-referenced items.

Because the criterion-referenced and optional norm-referenced measures of performance are very different, comparing them is inappropriate. You may use them together to build a broader understanding of a student's performance.

Corporation Proficiency Performance Summary

This report summarizes groups of students according to performance categories in the two content areas assessed by *ISTEP+*. It also provides summary scores by performance category.

This report summarizes groups of students according to their performance relative to the Indiana Academic Standards (see page 11 for definition) in the content areas assessed by *ISTEP+*. For example, the rectangle in the upper left-hand corner of the report **1** indicates the number and percentage of students who have obtained scores ABOVE the Indiana Academic Standards in both English/language arts and mathematics. Students tallied in the rectangle immediately to the right of the upper left-hand box **2** have scored ABOVE the standard in mathematics but BELOW the standard in English/language arts. Students reported in the rectangle immediately below the upper left-hand corner **3** have scored ABOVE the English/language arts standard but BELOW the mathematics standard. Students reported in rectangle **4** have scored BELOW the standard in both English/language arts and mathematics. The sum of students listed in blocks 1, 2, 3, and 4 is the total number of students with complete tests.

In the section entitled "Summary of Student Counts," the number of students with complete tests in both subjects, the number with undetermined scores in one or both areas, and the total number of students are shown.

A section at the bottom of the report called "Summary of Scores" provides school averages, standard deviations, and score ranges. For each of the performance categories ABOVE standard and BELOW standard, the mean scale score, the standard deviation, and the lowest and highest scale scores obtained are shown.

Reports for the Corporation Administrator

ISTEP+
INDIANA STATEWIDE TESTING
FOR EDUCATIONAL PROGRESS

Corporation Proficiency
Performance Summary

Corporation: CORP ONE

Grade: 10
Simulated Data

Purpose
This report provides the number and percent of students in each performance category.



Test Date: 09/17/02
STRCODES: 4690
County: COUNTY ONE
State: INDIANA STATE DEPT OF ED



Page 1

		English/language arts Above Standard		English/language arts Below Standard		English/language arts Undetermined		Mathematics TOTALS			
F	Mathematics Above Standard	<div>1</div> <div>15%</div> <div>32 Students Above the Standard in E/la and Math</div>		<div>2</div> <div>8%</div> <div>18 Students Below the Standard in E/la and Above in Math</div>		<div>3</div> <div>3%</div> <div>6 Students Undetermined in E/la and Above the Standard in Math</div>		<div>26%</div> <div>56 Students Above the Standard in Math</div>			
	Mathematics Below Standard	<div>3</div> <div>0%</div> <div>0 Students Above the Standard in E/la and Below in Math</div>		<div>4</div> <div>54%</div> <div>116 Students Below the Standard in E/la and Math</div>		<div>3</div> <div>3%</div> <div>6 Students Undetermined in E/la and Below the Standard in Math</div>		<div>57%</div> <div>122 Students Below the Standard in Math</div>			
	Mathematics Undetermined	<div>3</div> <div>3%</div> <div>7 Students Above the Standard in E/la and Undetermined in Math</div>		<div>1</div> <div>1%</div> <div>2 Students Below the Standard in E/la and Undetermined in Math</div>		<div>13</div> <div>13%</div> <div>27 Students Undetermined in E/la and Undetermined in Math</div>		<div>17%</div> <div>36 Students Undetermined in Math</div>			
	English/ language arts TOTALS	<div>18%</div> <div>39 Students Above the Standard in E/la</div>		<div>63%</div> <div>136 Students Below the Standard in E/la</div>		<div>18%</div> <div>39 Students Undetermined in E/la</div>		<div>B</div> <div>Summary of Student Counts</div> <div>Total Grade Count214</div> <div>Students with Complete Tests166</div> <div>Students with Undetermined Scores</div> <div>E/la Only12</div> <div>Math Only9</div> <div>Both27</div>			
Summary of Scores		<div>C</div> <div>D</div> <div>E/laMath</div> <div>Mean Scale Score413.1457.2</div> <div>Proficiency Cut Score466486</div> <div>Standard Deviation138.8105.0</div> <div>Lowest/Highest Scale Score Obtained300-800300-720</div> <div>Lowest/Highest Scale Score Possible300-800300-720</div>		Above Standard		Below Standard					
				E/laMath		E/laMath					
				MSS: 632.8MSS: 573.3		MSS: 350.1MSS: 404.0					
				SD: 138.3SD: 89.7		SD: 38.9SD: 58.2					
				L/H Obt: 471-800L/H Obt: 487-720		L/H Obt: 300-448L/H Obt: 300-484					
		39 Students Above Standard		56 Students Above Standard		136 Students Below Standard		122 Students Below Standard			

MSS: Mean Scale Score
SD: Standard Deviation
L/H Obt: Lowest/Highest Scale Score Obtained

Copyright © 1997 CTB/McGraw-Hill. All rights reserved.

CTBID: 01341M016485001-05-00003-000016

Highlights of the Corporation Proficiency Performance Summary

- A** Identifies the corporation and grade.
- B** Reports number of students.
- C** Provides corporation summary information for the English/language arts content area.
- D** Provides corporation summary information for the mathematics content area.
- E** The **columns** report Indiana Academic Standards categories for English/language arts.
- F** The **rows** report Indiana Academic Standards categories for mathematics.
- G** Provides corporation summary scores by performance category for both English/language arts and mathematics.
- H** Indicates the test date and identifies the corporation-school number, county, and state.
- I** Defines the acronyms used in this report.

Reports for the Corporation Administrator

Essential Skills Summary

The corporation Essential Skills Summary provides criterion-referenced information from the *ISTEP+* achievement tests. It presents Essential Skill information summarizing the performance of students for individual schools by grade. Schools may contact their corporation Test Coordinator to request a copy of this report.

ISTEP+

INDIANA STATEWIDE TESTING
FOR EDUCATIONAL PROGRESS

Essential Skills Summary

Corporation: CORP ONE

Grade: 10

Simulated Data

Purpose

This report provides an analysis of Essential Skills using the average Indiana Performance Index (IPI) by subject for this group. The information may be used to analyze curriculum strengths and needs.



No. of Students: 214

Test Date: 09/17/02

STRCODES: 4690

County: COUNTY ONE

State: INDIANA STATE DEPT OF ED

Indiana Performance Index (IPI)

The IPI is the expected number of items correct had 100 similar items been taken for the given Essential Skill. The Difference score is the Mean IPI minus the IPI at Standard.

X : Mastery not reported for Essential Skills with fewer than 4 points
MC: Multiple-choice items
OE: Open-ended items
** : Expected IPI for a student at the standard

English/language arts												
10.1 Construct Meaning(MC)	4	69	1.8	47.1	-21.9	64	34	1.6	43.5	-25.5	29	29
10.2 Compare/Predict(MC)	1	X	X	X	X	X	X	X	X	X	X	X
10.3 Textual Clues(MC)	4	61	1.1	30.6	-30.4	28	15	1.0	28.3	-32.7	11	11
10.6a Writing Development(Writing)	10	70	4.6	45.9	-24.1	37	19	4.5	43.5	-26.5	19	19
10.6b Language-in-Use(Writing)	8	91	3.0	40.2	-50.8	27	14	3.0	40.8	-50.2	13	13
10.7 Punct/Capitalize(MC)	4	56	1.3	39.3	-16.7	44	24	1.2	37.0	-19.0	20	20
10.8 Usage(MC)	4	41	1.2	28.7	-12.3	46	25	1.1	26.1	-14.9	22	22
10.9 Spelling(MC)	4	79	1.6	45.1	-33.9	51	27	1.5	42.9	-36.1	23	23
10.10 Revise Written Text(MC)	4	53	1.0	29.2	-23.8	26	14	1.0	27.3	-25.7	11	11
10.11 Make Inferences(MC,OE)	13	63	6.4	49.5	-13.5	67	37	5.8	46.3	-16.7	31	32
10.12 Cause/Effect(MC,OE)	7	62	3.0	45.8	-16.2	59	32	2.8	43.0	-19.0	29	30
10.13 Purpose/Perspective(MC,OE)	10	58	6.0	58.6	0.6	88	48	5.6	55.4	-2.6	43	44
10.14 Compare/Contrast(MC,OE)	4	50	2.3	51.9	1.9	92	50	2.1	48.6	-1.4	44	45
10.15 Influence/Persuade(MC,OE)	4	65	1.5	40.6	-24.4	46	25	1.4	38.3	-26.7	21	21
10.16 Fact/Opinion(MC,OE)	4	88	1.6	44.0	-44.0	35	19	1.5	41.6	-46.4	15	15
10.17 Literal Meaning(MC,OE)	7	68	3.9	58.0	-10.0	86	47	3.5	53.7	-14.3	41	42
10.19 Genres/Conventions(MC)	5	59	2.6	51.6	-7.4	69	37	2.4	48.1	-10.9	32	32
Number of Students: 175												
Mathematics												
10.1-3 Probsolv/Comm/Reas(MC,OE)	29	52	12.0	41.1	-10.9	56	31	11.5	39.1	-12.9	29	30
10.4 Algebra(MC,OE)	7	57	2.9	42.7	-14.3	75	42	2.9	40.6	-16.4	37	39
10.5 Functions(MC,OE)	7	60	3.5	49.0	-11.0	60	34	3.2	45.3	-14.7	28	29
10.6 Geometry(MC,OE)	7	46	2.6	37.7	-8.3	60	34	2.4	35.3	-10.7	29	30
10.7 Statistics(MC,OE)	8	72	3.0	45.6	-26.4	49	27	2.8	43.3	-28.7	23	24
10.8 Probability(MC,OE)	6	45	2.8	43.4	-1.6	73	41	2.5	40.4	-4.6	36	37
10.9 Computation(MC,OE)	10	64	5.6	55.2	-8.8	82	46	5.3	51.8	-12.2	39	41
Number of Students: 178												

Highlights of the Essential Skills Summary

- A** Identifies the corporation and grade.
- B** Identifies the name of an individual school (one school per page).
- C** Lists Essential Skills for the grade.
- D** Presents the number of score points that assess each Essential Skill and lists the Indiana Performance Index (IPI) at the standard.
- E** Lists the mean number of score points obtained by the students in your corporation by grade, the mean IPI obtained by your students, and the difference between the mean and standard IPI for each Essential Skill.
- F** Lists the number of students and the percentage of students who obtained mastery of each Essential Skill (achieved an IPI at or above the standard).
- G** Defines the symbols and acronyms used on this report.
- H** Indicates the test date and identifies the corporation-school number, county, and state.

Group Essential Skills Summary

The corporation Group Essential Skills Summary provides criterion-referenced information from the *ISTEP+* achievement tests. It presents Essential Skill information for the grade, summarizing the performance of students for each school by grade. Schools may contact their corporation Test Coordinator to request a copy of this report.

ISTEP+

INDIANA STATEWIDE TESTING
FOR EDUCATIONAL PROGRESS

Group Essential Skills Summary

Corporation: CORP ONE

Grade: 10

Simulated Data

Purpose

This report provides an analysis of Essential Skills using the average Indiana Performance Index (IPI) by subject for this group. The information may be used to analyze curriculum strengths and needs.



No. of Students: 214

Test Date: 09/17/02

STRCODES: 4690

County: COUNTY ONE

State: INDIANA STATE DEPT OF ED

CTB
McGraw-Hill

Page 1

Corporation Summary													School Summary					
Indiana Performance Index (IPI)	Points Possible	IPI at Standard**	Mean Number Correct	Mean IPI	Difference	Number Mastery	Percent Mastery	SCHOOL ONE		SCHOOL TWO		Mean IPI	Diff.	Mean IPI	Diff.	Mean IPI	Diff.	
								Mean IPI	Diff.	Mean IPI	Diff.							
X : Mastery not reported for Essential Skills with fewer than 4 points																		
MC: Multiple-choice items																		
OE: Open-ended items																		
** : Expected IPI for a student at the standard																		
English/language arts	4	69	1.8	47.1	-21.9	64	34	43.5	-25.5	51.2	-17.8							
10.1 Construct Meaning(MC)	1	X	X	X	X	X	X	X	X	X	X							
10.2 Compare/Predict(MC)	4	61	1.1	30.6	-30.4	28	15	28.3	-32.7	33.3	-27.7							
10.3 Textual Clues(MC)	10	70	4.6	45.9	-24.1	37	19	43.5	-26.5	48.5	-21.5							
10.6a Writing Development(Writing)	8	91	3.0	40.2	-50.8	27	14	40.8	-50.2	39.5	-51.5							
10.6b Language-in-Use(Writing)	4	56	1.3	39.3	-16.7	44	24	37.0	-19.0	42.0	-14.0							
10.7 Punct/Capitalize(MC)	4	41	1.2	28.7	-12.3	46	25	26.1	-14.9	31.7	-9.3							
10.8 Usage(MC)	4	79	1.6	45.1	-33.9	51	27	42.9	-36.1	47.7	-31.3							
10.9 Spelling(MC)	4	53	1.0	29.2	-23.8	26	14	27.3	-25.7	31.3	-21.7							
10.10 Revise Written Text(MC)	13	63	6.4	49.5	-13.5	67	37	46.3	-16.7	53.2	-9.8							
10.11 Make Inferences(MC,OE)	7	62	3.0	45.8	-16.2	59	32	43.0	-19.0	48.9	-13.1							
10.12 Cause/Effect(MC,OE)	10	58	6.0	58.6	0.6	88	48	55.4	- 2.6	62.3	4.3							
10.13 Purpose/Perspective(MC,OE)	4	50	2.3	51.9	1.9	92	50	48.6	- 1.4	55.7	5.7							
10.14 Compare/Contrast(MC,OE)	4	65	1.5	40.6	-24.4	46	25	38.3	-26.7	43.4	-21.6							
10.15 Influence/Persuade(MC)	4	88	1.6	44.0	-44.0	35	19	41.6	-46.4	46.6	-41.4							
10.16 Fact/Opinion(MC)	7	68	3.9	58.0	-10.0	86	47	53.7	-14.3	63.0	- 5.0							
10.17 Literal Meaning(MC,OE)	5	59	2.6	51.6	- 7.4	69	37	48.1	-10.9	55.5	- 3.5							
10.19 Genres/Conventions(MC)	Number of Students: 175																	
Mathematics	29	52	12.0	41.1	-10.9	56	31	39.1	-12.9	43.5	- 8.5							
10.1-3 ProbSolvs/Comm/Reas(MC,OE)	7	57	2.9	42.7	-14.3	75	42	40.6	-16.4	45.2	-11.8							
10.4 Algebra(MC,OE)	7	60	3.5	49.0	-11.0	60	34	45.3	-14.7	53.3	- 6.7							
10.5 Functions(MC,OE)	7	46	2.6	37.7	-8.3	60	34	35.3	-10.7	40.5	- 5.5							
10.6 Geometry(MC,OE)	8	72	3.0	45.6	-26.4	49	27	43.3	-28.7	48.3	-23.7							
10.7 Statistics(MC,OE)	6	45	2.8	43.4	- 1.6	73	41	40.4	- 4.6	46.9	1.9							
10.8 Probability(MC,OE)	10	64	5.6	55.2	- 8.8	82	46	51.8	-12.2	59.0	- 5.0							
10.9 Computation(MC,OE)	Number of Students: 178																	

Copyright © 1997 CTB/McGraw-Hill. All rights reserved.

CTBID: 01341M016485001-05-00003-000016

Highlights of the Group Essential Skills Summary

- A** Identifies the corporation and grade.
- B** Lists schools alphabetically by name from left to right.
- C** Lists Essential Skills for the grade.
- D** Presents the number of score points that assess each Essential Skill and lists the Indiana Performance Index (IPI) at the standard.
- E** Lists the mean number of score points obtained by the students in your corporation by grade, the mean IPI obtained by your students, and the difference between the mean and standard IPI for each Essential Skill.
- F** Lists the number of students and the percentage of students who obtained mastery of each Essential Skill (achieved an IPI at or above the standard).
- G** Defines the symbols and acronyms used in this report.
- H** Indicates the test date and identifies the corporation-school number, county, and state.

Reports for the Corporation Administrator

Disaggregation Summary Report

The Disaggregation Summary Report is on two pages, one for English/language arts and one for mathematics. This report presents, by subject, the total number of students with scores identified as above the standard, below the standard, and undetermined. This information is provided for all students, as well as for all subgroups, e.g., special education students with accommodations and without accommodations. The Disaggregation Summary Report can be used to obtain information regarding all groups of students.

ISTEP+ INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS

Disaggregation Summary Report

Corporation: CORP ONE

Grade: 10

Simulated Data

Purpose

This report describes group achievement for selected reporting populations.



Test Date: 09/17/02

STRCODES: 4690

County: COUNTY ONE
State: INDIANA STATE DEPT OF ED

CTB
McGraw-Hill

Page 2

Mathematics	Total Number of Students	Above Standard N	%	Below Standard N	%	Undetermined N	%	Median Scale Score	Low Scale Score Obtained	High Scale Score Obtained
All Students	214	56	26	122	57	36	17	441.3	300	720
General Education										
With accommodations (e.g. 504 students)	34	9	26	23	68	2	6	444.5	300	720
Without accommodations	97	20	21	59	61	18	19	434.3	300	720
Special Education										
With accommodations	18	6	33	8	44	4	22	420.5	300	720
Without accommodations	65	21	32	32	49	12	18	459.7	304	720
Limited English Proficiency										
With accommodations	29	7	24	20	69	2	7	437.0	300	552
Without accommodations	84	23	27	47	56	14	17	439.0	300	720
Non-Limited English Proficiency										
With accommodations	23	8	35	11	48	4	17	468.0	300	720
Without accommodations	78	18	23	44	56	16	21	442.0	300	720
Gender										
Male	116	29	25	65	56	22	19	439.4	300	720
Female	98	27	28	57	58	14	14	442.8	300	720
No valid information	0	***	***	***	***	***	***	***	***	***
SES										
Paid lunch	160	40	25	88	55	32	20	441.6	300	720
Free or reduced lunch	54	16	30	34	63	4	7	440.5	300	720
No valid information	0	***	***	***	***	***	***	***	***	***

Ethnicity
American Indian or Alaska Native
Black (not of Hispanic origin)
Asian or Pacific Islander
Hispanic
White (not of Hispanic origin)
Multiracial
No valid information

The Indiana Academic Standard for mathematics
The Lowest/Highest Scale Score Possible for

*** Value not computed for fewer than

ISTEP+ INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS

Disaggregation Summary Report

Corporation: CORP ONE

Grade: 10

Simulated Data

Purpose

This report describes group achievement for selected reporting populations.



Test Date: 09/17/02

STRCODES: 4690

County: COUNTY ONE
State: INDIANA STATE DEPT OF ED

CTB
McGraw-Hill

Page 1

English/language arts	Total Number of Students	Above Standard N	%	Below Standard N	%	Undetermined N	%	Median Scale Score	Low Scale Score Obtained	High Scale Score Obtained
All Students	214	39	18	136	64	39	18	354.8	300	800
General Education										
With accommodations (e.g. 504 students)	23	5	22	15	65	3	13	352.0	300	800
Without accommodations	108	16	15	77	71	15	14	353.5	300	800
Special Education										
With accommodations	16	4	25	10	63	2	13	361.3	300	800
Without accommodations	67	14	21	34	51	19	28	380.0	300	800
Limited English Proficiency										
With accommodations	28	7	25	18	64	3	11	354.0	300	800
Without accommodations	85	16	19	54	64	15	18	350.7	300	800
Non-Limited English Proficiency										
With accommodations	11	2	18	7	64	2	18	357.7	300	800
Without accommodations	90	14	16	57	63	19	21	363.0	300	800
Gender										
Male	116	24	21	73	63	19	16	359.0	300	800
Female	98	15	15	63	64	20	20	353.5	300	800
No valid information	0	***	***	***	***	***	***	***	***	***
SES										
Paid lunch	160	29	18	98	61	33	21	354.6	300	800
Free or reduced lunch	54	10	19	38	70	6	11	362.0	300	800
No valid information	0	***	***	***	***	***	***	***	***	***
Ethnicity										
American Indian or Alaska Native	16	0	0	13	81	3	19	348.0	300	465
Black (not of Hispanic origin)	22	4	18	14	64	4	18	354.0	300	800
Asian or Pacific Islander	31	7	23	17	55	7	23	341.0	300	800
Hispanic	26	7	27	17	65	2	8	345.0	300	800
White (not of Hispanic origin)	29	6	21	18	62	5	17	399.0	300	800
Multiracial	35	7	20	19	54	9	26	367.0	300	800
No valid information	55	8	15	38	69	9	16	356.0	300	800

The Indiana Academic Standard for English/language arts is 466.

The Lowest/Highest Scale Score Possible for English/language arts is 300/800.

*** Value not computed for fewer than 10 students

Copyright © 1997 CTB/McGraw-Hill. All rights reserved.

CTBID: 01341M016485001-05-00003-000016

**Highlights of the
Disaggregation
Summary Report**

- A** Identifies the corporation and grade.
- B** Indicates the test date and identifies the corporation-school number, county, and state.
- C** Identifies the subgroups in the English/language arts content area.
- D** Lists the total number of students.
- E** Indicates the number and percent of students above standard, below standard, and undetermined.
- F** Indicates the median scale scores. (Not computed for groups with fewer than ten students.)
- G** Indicates the lowest and highest scale scores obtained.
- H** Identifies the subgroups in the mathematics content area.

Reports for the Corporation Administrator

Applied Skills Frequency Distribution

The Applied Skills Frequency Distribution report presents, at the corporation level, the number and percentage of students who obtained each score point for the individual Applied Skills items. This information can be used to determine if the students in your corporation show strengths and needs on specific Applied Skills items and, therefore, in the Essential Skills that are assessed by these items.

ISTEP+
INDIANA STATEWIDE TESTING
FOR EDUCATIONAL PROGRESS


**Applied Skills
Frequency Distribution**

Corporation: CORP ONE

Grade: 10

Simulated Data

Purpose
This report provides a frequency of condition codes obtained by Applied Skills items.



Test Date: 09/17/02

STCODES: 4690
County: COUNTY ONE
State: INDIANA STATE DEPT OF ED

CTB
McGraw-Hill

Page 2

Copyright © 1997 CTB/McGraw-Hill. All rights reserved.

E/la	Total Number of Stdnts	Condition Code A Blank Response N %	Condition Code B Illegible N %	Condition Code C Non - English N %	Condition Code D Insufficient N %	Condition Code E Off Topic N %	Invalid / Omitted Session N %
SESSION 1							
1a - Writing Development	214	0 0	53 25	5 2	1 0	4 2	21 10
1b - Language-in-Use	214	9 9	21 10	20 9	5 2	6 3	21 10
SESSION 2							
1 - Purpose/Perspective	214	2 1	1 0	1 0	6 3	6 3	16 7
2 - Purpose/Perspective	214	6 3	10 5	43 20	5 2	5 2	16 7
3 - Literal Meaning	214	10 5	12 6	10 5	4 2	4 2	16 7
4 - Cause/Effect	214	12 6	7 3	10 5	12 6	5 2	16 7
5 - Literal Meaning	214	22 10	6 3	7 3	50 23	9 4	16 7
6 - Make Inferences	214	36 17	3 1	45 21	9 4	10 5	16 7
7 - Make Inferences	214	40 19	8 4	5 2	12 6	10 5	16 7
8a - Make Inferences	214	46 21	46 21	9 4	8 4	8 4	16 7
8b - Writing Development	214	50 23	15 7	7 3	11 5	12 6	16 7
8c - Language-in-Use	214	54 25	49 23	10 5	11 5	13 6	16 7
Math							
Item # - Skill	Total Number of Stdnts	Condition Code A Blank Response N %	Condition Code B Illegible N %	Condition Code C Non - English N %	Condition Code D Insufficient N %	Condition Code E Off Topic N %	Invalid / Omitted Session N %
SESSION 1							
1 - Geometry	214	0 0	40 19	3 0	8 4		16 7
2 - Computation	214	4 2	10 5	1 0	11 5		16 7
3 - Problem/Comm/Reas	214	8 4	12 6	11 5	9 4		16 7
4 - Statistics	214	12 6	9 4	9 4	18 8		16 7
5 - Probability	214	22 10	5 2	9 4	14 7		16 7
6 - Problem/Comm/Reas	214	38 18	10 5	6 3	14 7		16 7
7 - Problem/Comm/Reas	214	40 19	12 6	46 21	13 6		16 7
8 - Problem/Comm/Reas	214	46 21	10 5	11 5	18 8		16 7
SESSION 2							
1 - Problem/Comm/Reas	214	2 1	41 19	3 1	9 4		19 9
2 - Problem/Comm/Reas	214	4 2	8 4	6 3	8 4		19 9
3 - Algebra	214	10 5	13 6	8 4	11 5		19 9
4 - Problem/Comm/Reas	214	14 7	44 21	10 5	16 7		19 9
5 - Functions	214	22 10	7 3	9 4	15 7		19 9
6 - Functions	214						
7 - Problem/Comm/Reas	214						
8 - Algebra	214						
9 - Problem/Comm/Reas	214						

ISTEP+
INDIANA STATEWIDE TESTING
FOR EDUCATIONAL PROGRESS

**Applied Skills
Frequency Distribution**

Corporation: CORP ONE

Grade: 10

Simulated Data

Purpose
This report provides a frequency of points obtained by Applied Skills items.



Test Date: 09/17/02

STCODES: 4690
County: COUNTY ONE
State: INDIANA STATE DEPT OF ED

CTB
McGraw-Hill

Page 1

Copyright © 1997 CTB/McGraw-Hill. All rights reserved.

E/la	Points Poss	Total Number of Stdnts	0 Points Obtained N %	1 Point Obtained N %	2 Points Obtained N %	3 Points Obtained N %	4 Points Obtained N %	5 Points Obtained N %	6 Points Obtained N %
SESSION 1									
1a - Writing Development	6	214		26 12	7 3	6 3	6 3	3 1	82 38
1b - Language-in-Use	4	214		19 9	7 3	6 3	89 42		
SESSION 2									
1 - Purpose/Perspective	2	214	20 9	41 19	121 57				
2 - Purpose/Perspective	1	214	21 10	108 50					
3 - Literal Meaning	1	214	14 7	144 67					
4 - Cause/Effect	2	214	15 7	24 11	113 53				
5 - Literal Meaning	2	214	11 5	25 12	68 32				
6 - Make Inferences	1	214	15 7	80 37					
7 - Make Inferences	2	214	60 28	20 9	43 20				
8a - Make Inferences	2	214	18 8	19 9	44 21				
8b - Writing Development	4	214	17 8	6 3	40 19	40 19			
8c - Language-in-Use	4	214	17 8	7 3	6 3	31 14			
Math									
Item # - Skill	Points Poss	Total Number of Stdnts	0 Points Obtained N %	1 Point Obtained N %	2 Points Obtained N %	3 Points Obtained N %	4 Points Obtained N %	5 Points Obtained N %	6 Points Obtained N %
SESSION 1									
1 - Geometry	2	214	21 10	28 13	98 46				
2 - Computation	2	214	19 9	24 11	129 60				
3 - Problem/Comm/Reas	2	214	14 7	62 29	82 38				
4 - Statistics	2	214	51 24	24 11	75 35				
5 - Probability	2	214	20 9	62 29	66 31				
6 - Problem/Comm/Reas	2	214	18 8	18 8	94 44				
7 - Problem/Comm/Reas	2	214	19 9	18 8	50 23				
8 - Problem/Comm/Reas	2	214	17 8	18 8	78 36				
SESSION 2									
1 - Problem/Comm/Reas	2	214	18 8	25 12	93 43				
2 - Problem/Comm/Reas	2	214	20 9	62 29	87 41				
3 - Algebra	2	214	51 24	25 12	77 36				
4 - Problem/Comm/Reas	2	214	16 7	25 12	70 33				
5 - Probability	2	214	16 7	25 12	101 47				
6 - Functions	4	214	55 26	19 9	10 5	14 7	29 14		
7 - Problem/Comm/Reas	2	214	19 9	18 8	43 20				
8 - Algebra	1	214	19 9	96 45					
9 - Problem/Comm/Reas	2	214	58 27	19 9	27 13				

Highlights of the
Applied Skills
Frequency
Distribution

- A** Identifies the corporation and grade.
- B** Indicates the test date and identifies the corporation-school number, county, and state.
- C** Identifies the item number and the skill being scored (for items that are scored for more than one skill). Descriptions of each item and scoring rubrics and skills are found in the *ISTEP+ Teacher's Scoring Guides*.
- D** Lists the total number of students tested in the corporation.
- E** Lists the number and percentage of students obtaining each score point.
- F** Lists by condition code the number and percentage of students with no response.

Condition Codes
A = Blank/no response
B = Illegible/unable to score
C = Written predominantly in language other than English/unable to score
D = Insufficient response/unable to score/copied from text
E = Response not related to test question or scoring rule
Note: All condition codes convert to 0 points obtained.

Reports for the Corporation Administrator

Undetermined Status Roster

This report provides a list by school of all students in the corporation who have an undetermined status. Students who fail to complete one or more subtests in English/language arts or mathematics are listed as undetermined. The report indicates whether the subtest was not taken or invalidated, thus explaining the reason for the undetermined status.

ISTEP+
INDIANA STATEWIDE TESTING
FOR EDUCATIONAL PROGRESS


Undetermined Status Roster

School: SCHOOL ONE

Grade: 10

Simulated Data

Purpose
This report provides a list of students with an undetermined status and a reason for that status. This list should be used to aid in the explanation of the undetermined status codes.




Test Date: 09/17/02

STRCODES: 4960-3333
Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA STATE DEPT OF ED

Students	Undetermined in Category	English/language arts				Mathematics			
		Writing S1 - OE	E/la S2 - OE	E/la T1 - MC	E/la T2 - MC	Math S1 - OE	Math S2 - OE	Math T3 - MC	Math T4 - MC
ANTONIO, PAT Birthdate: 12/16/86 Special Codes Student ID 0900000404 Other (K-T) 2.30.1.192	E/la Undetermined Math Undetermined	Test not taken	Valid Attempt	Valid Attempt	Valid Attempt	Test not taken	Test not taken	Valid Attempt	Valid Attempt
BENSON, JIM L Birthdate: 9/23/86 Special Codes Student ID 2700000490 Other (K-T) 5...1.1..82	E/la Undetermined Math Undetermined	Valid Attempt	Valid Attempt	Test not taken	Test not taken	Valid Attempt	Valid Attempt	Test not taken	Test not taken
BRADFORD, NELL Birthdate: 10/ 5/86 Special Codes Student ID 0900000502 Other (K-T)0683	E/la Undetermined Math Undetermined	Test not taken	Valid Attempt	Valid Attempt	Valid Attempt	Test not taken	Test not taken	Valid Attempt	Valid Attempt
EASTMAN, JODY Birthdate: 12/ 3/86 Special Codes Student ID 2200000391 Other (K-T) .1.1..0-58	E/la Undetermined Math Undetermined	Valid Attempt	Valid Attempt	Test not taken	Test not taken	Valid Attempt	Valid Attempt	Test not taken	Test not taken
GARCIA, HANK Birthdate: 10/ 8/86 Special Codes Student ID 0900000505 Other (K-T) 1..1.582	E/la Undetermined Math Below Standard	Test not taken	Valid Attempt	Valid Attempt	Valid Attempt	Valid Attempt	Valid Attempt	Valid Attempt	Valid Attempt
GILROY, BRIAN P Birthdate: 11/26/86 Special Codes Student ID 0800000384 Other (K-T) .0..... 163	E/la Undetermined Math Above Standard	Test not taken	Test not taken	Test not taken	Test Inv.	Valid Attempt	Valid Attempt	Valid Attempt	Valid Attempt

MC: Multiple-choice items OE: Open-ended items Inv.: Test Invalidated by School



Page 1

Copyright © 1997 CTB/McGraw-Hill. All rights reserved.

CTBID: 01341M016485001-05-00003-000016

Highlights of the
Undetermined
Status Roster

- A** Identifies the school and grade.
- B** Lists students alphabetically who have an undetermined status in either English/language arts and/or mathematics.
- C** Indicates whether the undetermined status is in English/language arts or mathematics.
- D** Indicates which subtest was invalidated or not completed.
- E** Indicates the test date and identifies the corporation-school number, corporation, county, and state.

Reports for the Corporation Administrator

Academic Standards Frequency Distribution

The Academic Standards Frequency Distribution report provides the corporation administrator with the distribution of scale scores achieved by all the students tested in the corporation. The data are presented for analysis and can be used, along with other sources, to evaluate and plan education priorities.

ISTEP+
INDIANA STATEWIDE TESTING
FOR EDUCATIONAL PROGRESS

**Academic Standards
Frequency Distribution**


Corporation: CORP ONE

Grade: 10

Simulated Data


Purpose
This report provides the distribution of scores by content area. The data are presented for analyses and can be used along with other sources to evaluate and plan educational priorities.

Part 2 provides summary information.



Test Date: 09/17/02

STRCODES: 4690
County: COUNTY ONE
State: INDIANA STATE DEPT OF ED

 Part 2 Page 1

Summary (Scale Scores)	English/language arts	Mathematics
Number of Students	175	178
High Score	800	720
Low Score	300	300
Local Percentiles		
90	G 599.1	576.8
75	434.4	500.5
50 (Median)	354.8	441.3
25	331.3	415.0
10	300.8	308.6
Mean	413.1	457.2
Standard Deviation	138.8	105.9
Academic Standards		
Cut Score		

ISTEP+
INDIANA STATEWIDE TESTING
FOR EDUCATIONAL PROGRESS

**Academic Standards
Frequency Distribution**


Corporation: CORP ONE **A**

Grade: 10

Simulated Data


Purpose
This report provides the distribution of scores by content area. The data are presented for analyses and can be used along with other sources to evaluate and plan educational priorities.

Part 2 provides summary information.



Test Date: 09/17/02

STRCODES: 4690
County: COUNTY ONE
State: INDIANA STATE DEPT OF ED

 Part 1 Page 1

C English/language arts					F Mathematics					E
Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent	Frequency	Percent	Cumulative Frequency	Cumulative Percent	Scale Score	
800	15	8.57	175	100.00					800	
720					14	7.87	178	100.0	720	
606	4	2.29	160	91.43					606	
597					4	2.25	164	92.13	597	
582					4	2.25	160	89.89	552	
551	4	2.29	156	89.14					551	
543					4	2.25	156	87.64	543	
536	2	1.14	152	86.86	2	1.12	152	85.39	536	
529					2	1.12	150	84.27	529	
528	4	2.29	150	85.71					528	
525					4	2.25	148	83.15	525	
521					4	2.25	144	80.90	521	
507	2	1.14	146	83.43					507	
505					4	2.25	140	78.65	505	
501					2	1.12	136	76.40	501	
500	4	2.25	134	75.28					500	
492					2	1.12	130	73.03	492	
490					4	2.25	128	71.91	490	
487					2	1.12	124	69.66	487	
486	4	2.29	144	82.29					486	
484					3	1.69	122	68.54	484	
481					1	0.56	119	66.55	451	
479	3	1.71	140	80.00	3	1.69	118	66.29	479	
475					1	0.56	115	64.61	475	
471	1	0.57	137	78.29					471	
468					4	2.25	114	64.04	468	
467					1	0.56	110	61.80	467	
463					1	0.56	109	61.24	463	
462					3	1.69	108	60.67	462	
457					1	0.56	105	58.99	457	
455					2	1.12	104	58.43	455	
449					2	1.12	102	57.30	449	
448	1	0.57	136	77.71					448	
447					3	1.69	99	55.62	447	
445					1	0.56	96	53.93	445	
444					1	0.56	95	53.37	444	
443	1	0.57	135	77.14	1	0.56	94	52.81	443	
442					3	1.69	93	52.25	442	
441					4	2.25	90	50.56	441	
440					1	0.56	86	48.31	440	
439	1	0.57	134	76.57	1	0.56	85	47.75	439	
438					2	1.12	84	47.19	438	
437					2	1.12	82	46.07	437	
436					1	0.56	80	44.94	436	
435	3	1.71	133	76.00	3	1.69	79	44.38	435	
434					3	1.69	76	42.70	434	
433					1	0.56	73	41.01	433	
432					1	0.56	72	40.45	432	
431					2	1.12	71	39.89	431	
430					2	1.12	69	38.76	430	
429	2	1.14	130	74.29	1	0.56	67	37.64	429	

CTB
McGraw-Hill Part 1 Page 1

Copyright © 1997 CTB/McGraw-Hill. All rights reserved.

CTBID: 01341MD16485001-05-00003-000016

Highlights of
the Academic
Standards
Frequency
Distribution

- A** Identifies the corporation and grade.
- B** Indicates test date and identifies the corporation number, county, and state.
- C** Lists the scale scores achieved on the English/language arts test.
- D** Shows the number and percentage of students who obtained each scale score on the English/language arts test.
- E** Lists the scale scores achieved on the mathematics test.
- F** Shows the number and percentage of students who achieved each scale score on the mathematics test.
- G** Indicates the scale scores achieved by students at five local percentiles (90, 75, 50, 25, and 10).

Evaluation
Summary Report
with TCS/2

The corporation Evaluation Summary Report with TCS/2 (EVSUM) presents corporation level information derived from the optional norm-referenced test sections. In each subject area, it reports a variety of scores to enhance your analysis of group results.

An EVSUM is divided into two pages. Page one lists mean scores and standard deviations, local percentiles/quartile points, and distributions per quarter. Page two provides obtained scores, anticipated scores, and the difference between the two.

Mean Scores and Standard Deviations

The top portion of page one of the EVSUM provides mean scores and standard deviations for optional norm-referenced subtests and subtest totals. Mean normal curve equivalent scores are particularly useful in comparing your averages with those at the state level. The national percentile of the mean normal curve equivalent is the most frequently used average score to compare local scores with those of the national norm group.

Local Percentiles and Quartile Points

The middle section of page one provides norm-referenced scores in terms of national percentiles, grade equivalents, and normal curve equivalents for students at five points in the local distribution. The three quartile points—75th percentile (Q3), 50th percentile (Q2, median), and 25th percentile (Q1)—are shown, as is customary. In addition, the data at the 90th and 10th percentiles are also presented to allow a closer look at the highest- and lowest-performing students.

Reports for the Corporation Administrator

Distribution per Quarter

The bottom section of page one shows the number and the percentage of students in each quarter of the national percentile distribution. If the scores of your students produced a perfectly normal distribution identical to the norm group upon which the test was standardized, 25% of your students would fall in each quarter.

Note that for Corporation One, total scores indicate that 56.5% of the students are in the lowest quarter, while 23.1% are in the highest quarter. In fact, 30.6% of the students in Corporation One scored above the average of the norm group (23.1% plus 7.5%).

Obtained and Anticipated Scores

The anticipated scores were established from data collected in a national study involving students of similar age, grade, and academic aptitude. Reviewing these data enables you to determine whether your students are performing at their potential, as well as how they compare with similar students.

ISTEP+
INDIANA STATEWIDE TESTING
FOR EDUCATIONAL PROGRESS


**Evaluation Summary
Report with TCS/2**

Corporation: CORP ONE

Grade: 10

Simulated Data


Purpose
This report provides a comprehensive description of your students' norm-referenced achievement.



No. of Students: 214

Test Date: 09/17/02 Scoring: PATTERN (IRT)
GM: 06 Norms Date: 1996

STRCODES: 4890
County: COUNTY ONE
State: INDIANA STATE DEPT OF ED



Page 2

ISTEP+
INDIANA STATEWIDE TESTING
FOR EDUCATIONAL PROGRESS


**Evaluation Summary
Report with TCS/2**

Corporation: CORP ONE

Grade: 10

Simulated Data


Purpose
This report provides a comprehensive description of your students' norm-referenced achievement.



No. of Students: 214

Test Date: 09/17/02 Scoring: PATTERN (IRT)
GM: 06 Norms Date: 1996

STRCODES: 4890
County: COUNTY ONE
State: INDIANA STATE DEPT OF ED



Page 1

	Read	Vocab	Read Comp	Lang	Lang Mech	Lang Comp	Math	Math Comp	Math	Math Comp	Totl Score
Number of Students	183	183	183	179	183	179	183	183	183	178	
Obtained/Anticipated Scores											
Median National Percentile											
Obtained	7.6	19.3	11.6	23.5	6.8	11.2	22.0	22.7	10.2	6.6	
Anticipated	7.9	11.9	9.5	8.7	12.1	8.9	7.4	8.6	6.9	7.2	
NP of Mean NCE											
Obtained	26	30	25	28	18	21	30	33	28	25	
Anticipated	25	28	26	24	27	26	25	24	25	25	
Difference	1	2	-1	4	-9	-5	5	9	3	0	
Mean Normal Curve Equivalent											
Obtained	36.2	38.9	35.9	38.0	30.7	33.2	39.0	40.9	37.9	35.8	
Standard Deviation	34.9	36.0	36.7	28.6	32.3	31.1	36.9	32.8	36.7	33.9	
Anticipated	35.6	37.6	36.5	35.0	36.9	36.6	35.5	35.4	35.7	35.9	
Difference	0.6	1.3	-0.6	3.0	-6.2	-3.4	3.5	5.5	2.2	-0.1	
Mean Scale Scores											
Obtained	656.5	668.4	662.7	659.4	634.4	648.1	664.0	677.1	670.8	656.2	
Standard Deviation											
Obtained											
Anticipated											
Difference											
Grade Mean Equivalent											
Obtained											
Standard Deviation											
Obtained											
Anticipated											
Difference											
Cognitive Skills Index (CSI) (M)											
No. Students with valid CSI intervals	42	115 & Above	Mean Obtained								
	32	Mean Anticipated									
	113	Difference									
		85-114	Mean Obtained								
		Mean Anticipated									
		Difference									
		85 & Below	Mean Obtained								
		Mean Anticipated									
		Difference									
** Total score consists of Reading Composite (Comp), L											
Copyright © 1997 CTB/McGraw-Hill. All rights reserved.											

ISTEP+
INDIANA STATEWIDE TESTING
FOR EDUCATIONAL PROGRESS


**Evaluation Summary
Report with TCS/2**

Corporation: CORP ONE

Grade: 10

Simulated Data


Purpose
This report provides a comprehensive description of your students' norm-referenced achievement.



No. of Students: 214

Test Date: 09/17/02 Scoring: PATTERN (IRT)
GM: 06 Norms Date: 1996

STRCODES: 4890
County: COUNTY ONE
State: INDIANA STATE DEPT OF ED



Page 1

	Read	Vocab	Read Comp	Lang	Lang Mech	Lang Comp	Math	Math Comp	Math	Math Comp	Totl Score
Number of Students	191	193	191	187	193	187	193	191	191	186	
Mean Scores & Standard Deviations											
Grade Mean Equivalent	7.0	8.0	7.6	7.7	5.2	6.3	7.6	8.3	7.9	7.0	
Standard Deviation	4.7	4.3	4.5	3.8	4.6	4.2	4.7	3.8	4.2	4.3	
Mean Normal Curve Equiv.	37.5	40.4	37.0	38.8	32.2	34.0	40.9	42.0	39.2	37.0	
Standard Deviation	35.1	36.6	37.0	28.7	33.0	31.3	37.3	32.8	36.9	34.1	
NP of the Mean NCE	28	32	27	30	20	22	33	35	30	27	
Mean Scale Score	659.8	671.9	665.3	661.5	637.9	650.1	670.6	679.9	674.3	658.4	
Standard Deviation	99.9	87.9	91.3	82.3	77.3	76.9	125.5	88.2	102.8	65.9	
Local Percentiles/Quartiles											
90th Local Percentile											
National Percentile	96.2	98.8	98.7	85.3	96.7	93.7	98.8	98.2	98.8	98.2	
Grade Equivalent	12.9	12.9	12.9	12.3	12.9	12.7	12.9	12.9	12.9	12.9	
Normal Curve Equivalent	96.8	98.3	97.6	81.0	91.7	88.7	98.3	94.9	97.8	95.2	
Scale Score	826.2	817.1	826.3	781.8	771.7	775.9	864.5	814.9	836.8	764.7	
75th Local Percentile (Q3)											
National Percentile	65.0	87.3	75.3	50.8	36.8	40.4	87.8	80.7	85.8	69.1	
Grade Equivalent	11.5	11.6	11.7	10.3	8.1	9.1	12.8	12.0	12.6	12.1	
Normal Curve Equivalent	58.1	74.4	64.5	50.2	42.9	44.8	74.8	68.1	72.3	60.5	
Scale Score	703.1	733.9	713.8	682.8	668.7	675.4	750.6	739.8	744.4	711.8	
50th Percentile (Median) (Q2)											
National Percentile	8.8	21.0	12.1	23.6	9.0	11.8	25.4	24.6	12.0	8.5	
Grade Equivalent	4.2	6.7	4.8	6.4	4.1	4.4	7.3	7.8	6.3	4.3	
Normal Curve Equivalent	20.8	33.0	25.2	34.6	21.3	24.8	35.7	35.6	25.0	20.3	
Scale Score	630.6	655.0	639.6	652.5	623.7	632.8	669.4	673.2	649.0	629.3	
25th Local Percentile (Q1)											
National Percentile	2.4	1.6	1.4	10.3	1.9	3.7	1.5	4.5	1.6	2.6	
Grade Equivalent	2.4	2.8	2.6	4.0	1.9	2.9	2.6	5.1	3.7	2.9	
Normal Curve Equivalent	8.5	2.4	1.7	23.3	5.8	12.8	4.7	12.9	2.1	8.1	
Scale Score	595.7	588.7	590.9	620.5	583.8	606.9	562.5	619.5	588.1	599.2	
10th Local Percentile											
National Percentile	1.0	0.8	0.8	1.6	0.9	1.1	0.8	1.2	0.9	1.4	
Grade Equivalent	0.9	2.5	1.9	1.4	0.2	1.4	1.8	3.0	2.6	2.7	
Normal Curve Equivalent	1.2	0.8	0.9	3.6	1.0	1.1	0.8	2.1	0.9	3.6	
Scale Score	536.5	577.8	566.6	556.6	545.2	569.4	529.8	551.4	545.3	590.6	
National Quartiles											
Local Number	76-99	54	48	26	36	30	56	52	52	43	
Per Quarter	51-75	26	17	18	18	10	14	22	14	18	
26-50	14	21	12	24	16	18	19	25	16	24	
01-25	111	101	113	119	131	125	96	100	105	105	
Local/Percent	76-99	20.9	28.0	25.1	13.9	18.7	16.0	29.0	27.2	23.1	
Per Quarter	51-75	13.6	8.8	9.4	9.6	5.7	7.5	11.4	7.3	9.4	
26-50	7.3	10.9	6.3	12.8	8.3	9.6	9.8	13.1	8.4	12.9	
01-25	58.1	52.3	59.2	63.6	67.9	66.8	49.7	52.4	55.0	56.5	
** Total score consists of Reading Composite (Comp), Language Composite, Math Composite											
Copyright © 1997 CTB/McGraw-Hill. All rights reserved.											

**Highlights of the
Evaluation
Summary Report
with TCS/2**

- A** Identifies the corporation and grade.
- B** Shows the number of students with valid scores for each test section. Corporation averages are based on these numbers.
- C** Shows the grade mean equivalent and its standard deviation, as well as the mean, standard deviation, and national percentile of the mean normal curve equivalent.
- D** Reports the scores that locate the three quartile points—75th percentile, 50th percentile (median), and 25th percentile—as well as the 90th and 10th percentiles.
- E** Shows the number and percentage of your students in each quarter of the national percentile (NP) distribution.
- F** Indicates the test date and the Quarter Month (QM) upon which norm-referenced scores are based. Also identifies the corporation-school number, county, and state.
- G** Shows the obtained and anticipated median (middle) national percentile.
- H** Shows the obtained and anticipated national percentile corresponding to the mean normal curve equivalent and the difference between the two.
- I** For both the mean normal curve equivalent and grade mean equivalent, this report shows the obtained score, the standard deviation obtained, the anticipated score, and the difference between the obtained score and the anticipated score.
- J** In addition to the mean cognitive skills index (CSI), this section shows the mean obtained and anticipated normal curve equivalents, as well as the difference between the two, grouped by CSI intervals.

Reference

Glossary

Anticipated Achievement Normal Curve Equivalent

A student's anticipated achievement score estimates the average score for students of similar academic aptitude. This lets you compare an individual student's level of achievement with that expected of similar students.

Anticipated achievement scores are a function of a student's performance on the academic aptitude and achievement portions of *ISTEP+*.

Cognitive Skills Index

The cognitive skills index (CSI) describes an individual's overall performance on the *ISTEP+* aptitude test. It compares the student's cognitive ability with that of students who are the same age, without regard to grade placement. The CSI is a normalized standard score with a mean of 100 and a standard deviation of 16.

Criterion-Referenced Test

A test that reports students' scores relative to the skills that make up the Indiana Academic Standards (see Essential Skills).

Essential Skills

Specific skills within the larger category of Indiana Academic Standards measured by *ISTEP+* criterion-referenced questions.

Grade Equivalent

This score represents the grade and month in school of students in the norm group whose test performance is equivalent to the test performance of a given student. For example, if a tenth-grade student obtains a grade equivalent of 11.8 on a mathematics test, it does not mean that the student has mastered all the mathematics that is taught in the school district during the first eight months of Grade 11. It means only that the student's performance on this test is theoretically equivalent to the typical performance of students in the norm group who have completed eight months of Grade 11.

Indiana Academic Standards

To promote student academic achievement, the State Board of Education has adopted challenging standards for students in the following educational categories: reading comprehension, language mechanics/vocabulary, writing, mathematics basic skills, and mathematics applied skills. The standards are defined by a description of what a student should know and be able to do at the grade level completed by the student during the previous school year.

The Indiana Academic Standards define two general levels of knowledge and skill as follows:

Above the Standard (pass): The student who scores at or above the Indiana Academic Standards in English/language arts or mathematics demonstrates mastery of these subjects.

Below the Standard (did not pass): The student who does not score at or above the Indiana Academic Standards in all likelihood needs remedial assistance to be successful at the current grade level.

In addition, a category referred to as *Undetermined* is for learners whose *ISTEP+* scores for English/language arts or mathematics are incomplete. For these students, all or a part of the test was not taken or was considered invalid by the examiner (see Indiana Scale Score).

Indiana Performance Index

The Indiana Performance Index (IPI) is an indication of a student's performance on the individual Essential Skills that are measured by *ISTEP+*. It represents the expected number of items that the student would answer correctly if the student had taken 100 similar items for the specific Essential Skill.

Indiana Scale Score

Student achievement levels relative to the Indiana Academic Standards are reported by *ISTEP+* scale scores. These three-digit, equal-interval scores are expressed on unique scales by content area (English/language arts and mathematics). *ISTEP+* scale scores typically will range from about 300 to about 850.

Mean

The mean is the arithmetic average of a group of scores. It is calculated by adding the scores and dividing the sum by the number of scores.

Mean Raw Score

The arithmetic average of the number of items answered correctly by a group of students.

Median

The median is defined as the score below which 50% of the cases fall. The median and the 50th percentile are the same.

National Percentile (NP) Rank

The NP represents the percentage of students in the national norm group that scored below a given student's score. For example, a student whose NP score is 70 scored higher than 70% of the students in the norm group. The 50th NP represents the "national average" at the time the test was normed (i.e., half of the norm group scored below an NP of 50).

Norm Group

A sample of students with defined characteristics. The data obtained from testing this group constitutes the norm to which others can be compared. The *ISTEP+* norm group is composed of a sample of students representative of the nation in terms of region, community type, ethnicity, grade, and school size.

Norm-Referenced Score

A measure provided by a norm-referenced test that relates the test performance of an individual or group to the performance of the norm group.

Norm-Referenced Test

A test that reports students' scores relative to those obtained by a national sample (norm group) of students.

Normal Curve Equivalent (NCE) Score

The NCE was developed to allow mathematical manipulation of NP scores—especially for program evaluation and research requiring the comparison of scores across groups or across time. The NCE scores can be thought of as NP scores rescaled on an equal interval scale (which allows them to be used in mathematical calculations such as deriving a mean score). NCE scores are often converted to the NP scale for direct comparison to the norm group (see NP of MNCE).

Normal Distribution

A term synonymous with the standard normal distribution. The normal distribution (a bell-shaped curve) represents a theoretical frequency distribution of measurements. In a normal distribution, scores are concentrated near the mean and decrease in frequency as the distance from the mean increases.

Norms

The distribution of test scores for members of the norm group.

NP of MNCE

The national percentile of the mean normal curve equivalent is used to mark the arithmetic average of a group of NP scores. Since NP scores cannot technically be added, subtracted, multiplied, or divided, they are first converted to the equal interval NCE scale, an average is calculated, and the average (mean) NCE is then converted back to an NP for interpretation.

Number Correct Scoring

A scoring procedure that involves adding up students' scores on the test questions in a test.

Pattern Scoring

A procedure for assigning students' scale scores that involves considering the pattern of students' scores on the questions in a test as well as certain statistical characteristics of the questions.

Quartile

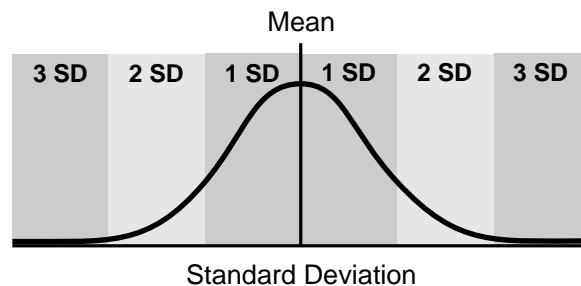
A point in the local distribution of scores. Quartiles are determined by dividing a distribution into quarters at three points: the 75th percentile, the 50th percentile (median), and the 25th percentile. These points are also known as Q3, Q2, and Q1. If the scores of students in the local group produce a normal distribution curve identical to the norm group upon which the test was standardized, 25% of the students would fall into each quarter.

Raw Score

A student's observed score on a test, i.e., the number correct. While raw scores do have some usefulness, they should not be used to make comparisons between performance on different tests, unless other information about the characteristics of the test is known.

Standard Deviation (SD)

A statistic that indicates the amount of variability in a group of scores. When scores are normally distributed (i.e., when they are part of a bell-shaped, "normal" curve), about two-thirds of the scores are within one SD above and below the average (mean) score, and about 95% of scores are within 2 SDs of the mean. In almost any shaped distribution, all scores will be within 5 SDs of the mean score.

**Standardized Test**

A test administered in accordance with explicit directions for uniform administration.

Test Section

A subtest covering part of a given content area. For example, the test for the mathematics content area might be divided into two test sections or subtests: 1) Mathematics Computation and 2) Mathematics Concepts and Applications.

Sample Letter to Parents

Dear Parent:

This past fall, students in Grades 3, 6, 8, and 10 participated in the Indiana Statewide Testing for Educational Progress (*ISTEP+*). A copy of your child's Student Report is enclosed for your review.

The front of the Student Report shows how your child did on the Indiana Academic Standards. The standards are the required skills that schools must teach to their students. This report shows whether your child passed or did not pass the English and mathematics parts of the test. The report also shows how your child did on each of the English or mathematics skills.

The back of the Student Report shows how your child did on each of the applied skills items. These are the questions that require students to write a paragraph or write the answer to a question instead of simply choosing the answer. Your child's answers to these applied skills items will be available for your inspection at the school in December.

Your child's school is the best source of information if you have questions about your child's *ISTEP+* scores.

Sincerely,

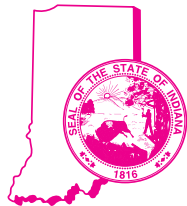
CTB/McGraw-Hill

A Division of The McGraw-Hill Companies



20 Ryan Ranch Road
Monterey, California 93940-5703

Guide to Test Interpretation



Indiana Department of Education